

THE SCHOOL JOURNAL

16 JEFFERSON ST.,
ELIZABETH, N. J.

A. S. BARNES & CO.

11-15 EAST 24TH ST.,
NEW YORK CITY

Entered as Second Class Matter at the Post Office, at Elizabeth, N. J.—Published weekly, except first two weeks in August.

Vol. LXXIII., No. 22.

DECEMBER 15, 1906.

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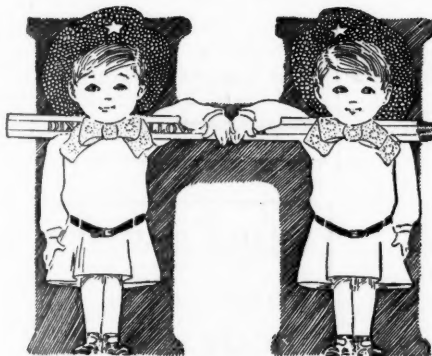
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIII.

For the Week Ending December 15, 1906

No. 22

OSSIAN LANG, Editor.

Industrial Training and Co-Education

In his latest message to Congress President Roosevelt speaks with characteristic emphasis of the need of extending industrial training in the common schools. Boys and girls who are trained "merely in literary accomplishment" he says are rendered either unfit for industrial work or reluctant to go into it. "This is a tendency," declares the President, "which should be strenuously combated." The movement for strenuously combating limitation of the schools to literary programs is well under way. On November 16 the National Society for the Promotion of Industrial Education effected a permanent organization in New York City at Cooper Union. Its objects are to bring prominently to public attention the importance of industrial education as a factor in the industrial development of the United States; to provide opportunities for the study and discussion of the various phases of the problem; to make available thru publications the results of experience of industrial education both in this country and abroad; and to assist in other desirable ways towards the establishment of institutions for industrial training.

The mistake that will have to be guarded against in the introduction of industrial training is that the course does not confine itself too much to masculine pursuits, especially in the high schools. The arts of home-management and the care of children and invalids are well worthy of careful consideration. The girls are entitled to practical training in these matters. The work done by the Manhattan Trade School for Girls, under the constructive leadership of Mrs. Woolman, and the Washington Irving High School of New York City, under the principalship of Mr. McAndrew, supported by Superintendent Maxwell, is suggestive of the sort of development most needed at present.

This matter naturally brings up again the old question of the desirability of co-education in high schools and colleges. Chicago University decided quite recently upon a definite segregation of the sexes in the college. There seems to be no longer any doubt that co-education beyond the elementary schools entails more loss than gain to the individual pupils. As the importance of training for motherhood is becoming more recognized by a progressive civilization, the question will be seen in a clearer light than has been the case in the past.

The confusing claims made for "character formation" are largely responsible for the prevailing diversity of opinion. The common sense view would probably declare that "character formation" is not the business of the schools at all, that charac-

ter is an individual matter and will take care of itself more largely than pedagogical wisdom can contrive.

Co-education appears to be chiefly a temperamental question. It is a good thing for some people and hard for the others. According as one sees the good or the harm, one either advocates or opposes it. Furthermore, it is a financial question. Co-education is less expensive than the other kind of education, and so there are more advocates raised up in its favor.

Industrial training, aside from infusing a new spirit in school work, is bound in its development to reveal the most sensible standpoint from which to judge the educational needs of young people.

A remarkable "Social Education Congress" was recently held in Boston. It emphasized anew the great thought for which America is indebted to Prof. John Dewey, of Columbia University, that "all education proceeds by the participation of the individual in the social consciousness of the race," that "education is the fundamental method of social progress and reform." In the past education has been too largely regarded as the bringing up of self-sufficient individuals—"harmonious development of powers," character formation, etc. Now the industrial and social relationships are to receive more adequate attention. The Congress at Boston shows that the new gospel is understood, and will soon spread over the land, defining anew to the schools the specific purposes they must serve.

THE SCHOOL JOURNAL will publish next week several of the most important papers presented at this Congress.

Lilliputian Regulations.

Lilliputia is a type, and so a few examples of the Board's regulations may be interesting. All teachers are required to enter their names on entering the school on a time sheet, giving the minute of arrival. If they are more than ten minutes late they lose the pay for that particular day. This does not mean that they are permitted to go home. If they are absent they must pay besides for a substitute. Last year a heavy snow storm crippled all traffic, and many teachers were unable to get to their schools. The magnitude of the problem of how to exercise mercy toward the malefactors and still uphold the by-laws which represent the sublimate of the wisdom of all of Lilliputia's Board, occupied three long sessions. It was finally decided that the teachers should pay only a nominal fee of five cents each.

Each teacher is required to fill out at least seven reports per day, which, after being carefully examined and approved by the principals and stamped with the superintendent's seal, must be filed where every trustee can have access to them. The superintendent must keep all letters coming to him relating to the appointment of teachers, and other matters bearing upon school affairs, and each month have copies made for every member of the School Board. Miss Addams did object at one time, that the copying of all the letters twenty-nine times, so that each member might have a copy, was "foolish." The statement caused consternation, and the wisdom of the former trustees who had established the rule was promptly approved by "a vote of confidence."

The women teachers must not wear shortened skirts in rainy weather; must never talk to any man near their own age, except the family relation be no further distant than first cousin, or he be the superior official in the system; they must not go to the theater, nor play cards, nor play any but hymn tunes on Sunday; their hair must be parted in the middle; their shoes must have low heels; when walking in the street they must not "gape about them," etc.; etc.

The principals are required to pay proper obedience to any trustee who may drop in to inspect the school. One principal was suspended until it could be established by an official investigation that he had intended no slight when he failed to invite Mr. Verdigris to make an address to the pupils on a recent visit.

Disagreement with any member of the Board or any by-law thereof is stamped as disloyalty. A conference of principals last month agreed to petition the Board to reduce their purely clerical work, in order to give them more time for the performance of their educational duties. They called attention to the utter uselessness of many of the reports required by law. The committee to whom the principals' petition was referred stated that "they [the principals] have committed false report; moreover, they have spoken untruths; secondarily, they are slanderers; sixth and lastly, they have verified unjust things; and, to conclude, they are lying knaves."

The Boston election of members for the School Board is being carried on in a spirit that is not at all reassuring to those who have at heart the educational cause. Mrs. Duff appears to be especially violent in her attacks upon Chairman Storrow and Mr. Ellis, making reckless charges of various sorts. Nor does she hesitate to use fractional particularism to aid her in her canvass. One peculiar charge raised by her against Mr. Storrow is that in spite of his pledge to have Irish history taught in the Boston schools, "there is only one copy of Johnson's History of Ireland in each grammar school in the city of Boston to-day." Is it then absolutely necessary that Johnson's History of Ireland must be placed in the hands of every pupil in the Boston schools? Can Irish history be taught in no other way? Is a text-book to take the place of the teacher? Is Johnson's book the only source from which information concerning the development of Ireland can be drawn? Mrs. Duff's point of view is peculiar. The failure to invest a large portion of the funds available for education in Boston in the purchase of at least 20,000 copies of Johnson's History of Ireland prompts her to say that "it is the most atrocious piece of deception and cheating Irishmen that has ever been perpetrated in Boston educational work." The spirit of Mrs. Duff's campaign is alien to that broad and generous attitude toward a great problem which should characterize persons charged with the care of the common school interests of a great city.

The splendid work which Dr. Martin G. Brumbaugh, superintendent of the schools of Philadelphia, is doing to broaden the influence of the schools, and to make of them one of the most beneficent social forces in the community, is well exemplified in a petition which he recently presented to the Elementary Schools Committee. The petition requested that the Agnew School, located at Eleventh and Cherry Streets, be opened every night as a meeting place for the parents and children of the neighborhood. The Committee approved the petition, and the school will be opened in the evenings after January 1, for the purpose of furnishing healthy recreation and harmless amusement for children, and a convenient and comfortable meeting place for their parents.

The importance of this plan in itself, and as an indication of a general movement to make the fullest possible use of the school buildings and equipment for the improvement of social conditions in the community can best be appreciated by those familiar with such experiments in other cities—for instance, the recreation centers in New York.

The outlook is bright for the success of Dr. Brumbaugh's experiment, and it will no doubt; be extended to other schools.

The petition was formally presented by Prin. Katherine A. Lacey, thru the district superintendent. A Philadelphia paper, in remarking upon Dr. Brumbaugh's action, says: "Dr. Brumbaugh's policy is to consider the development of the child, and let the tables and chairs take care of themselves."

Rayen School, at Youngstown, O.; Wells L. Griswold, principal, has an enrollment of 647, of which number 48.4 per cent. are boys. How is this for a record?

Education in Russia.

M. Kauffman, Minister of Education in Russia, in his plan for the reform of the schools of that country, provides for the abandonment of the old police, who did everything in their power to hinder the spread of elementary education. His plan recommends that the central government shall in every way aid and promote the schools established by the Zemstvos or other local authorities, and shall assume the payment of a minimum salary to the teachers employed. He also desires to increase the number and efficiency of the normal schools.

One part of the plan; which shows a most commendable liberality and breadth of view, is the provision that the non-Russian population may be taught in their mother tongue, on condition that Russian history and geography be taught in Russian. It is the hope of M. Kauffman that this plan may help to solve the great problem of his country's future.

American Music.

A few years ago a New England society gave a gold medal for music to fit "America," which should be distinctively American music and replace the English melody of "God Save the King." Has there ever been any serious effort; well-planned and systematically carried out; to bring the new music into use? Could you not induce such an effort in the schools thru your journal?

I believe that the new music ought to be used; as it is well adapted to the words, contains excellent harmony, and is in march time; a characteristic which is singularly lacking in our national music. Above all, it gives us "America" to American music.

Very truly yours,

Kingston, N. Y.

W. B. KELSEY.

Mr. Roosevelt on Educational Needs.

From the President's Message to Congress.

It would be impossible to overstate (tho it is, of course, difficult quantitatively to measure) the effect upon a nation's growth to greatness of what may be called organized patriotism; which necessarily includes the substitution of a national feeling for mere local pride; with as a resultant a high ambition for the whole country.

No country can develop its whole strength so long as the parts which make up the whole each put a feeling of loyalty to the part above the feeling of loyalty to the whole. This is true of sections, and it is just as true of classes.

The industrial and agricultural classes must work together; capitalists and wage-workers must work together, if the best work of which the country is capable is to be done.

It is probable that a thoroly efficient system of education comes next to the influence of patriotism in bringing about national success of this kind. Our federal form of government, so fruitful of advantage to our people in certain ways, in other ways undoubtedly limits our national effectiveness.

It is not possible, for instance, for the national government to take the lead in technical industrial education, to see that the public school system of this country develops on all its technical, industrial, scientific and commercial sides. This must be left primarily to the several States.

Nevertheless, the national Government has control of the schools of the District of Columbia; and it should see that these schools promote and encourage the fullest development of the scholars in both commercial and industrial training.

The commercial training should in one of its branches deal with foreign trade. The industrial training is even more important. It should be one of our prime objects as a nation, as far as feasible; constantly to work toward putting the mechanic; the wage-worker, who works with his hands, on a higher plane of efficiency and regard, so as to increase his effectiveness in the economical world, and the dignity, the remuneration, and the power of his position in the social world.

Unfortunate Tendency in Some Schools.

Unfortunately, at present the effect of some of the work in the public schools is in the exactly opposite direction. If boys and girls are trained merely in literary accomplishments, to the total exclusion of industrial, manual, and technical training, the tendency is to unfit them for industrial work; and to make them reluctant to go into it, or unfitted to do well if they do go into it.

This is a tendency which should be strenuously combated. Our industrial development depends largely upon technical education, including in this term all industrial education, from that which fits a man to be a good mechanic, a good carpenter; or blacksmith, to that which fits a man to do the greatest engineering feat. The skilled mechanic, the skilled workman; can best become such by technical industrial education.

The far-reaching usefulness of institutes of technology and schools of mines or of engineering is now universally acknowledged, and no less far-reaching is the effect of a good building or mechanical trades school, a textile, or watchmaking, or engraving school. All such training must develop not only manual dexterity; but industrial intelligence.

In international rivalry this country does not have to fear the competition of pauper labor as much as it has to fear the educated labor of specially trained competitors; and we should have the education of the hand, eye, and brain which will fit us to meet such competition.

In every possible way we should help the wage-worker who toils with his hands and who must (we hope in a constantly increasing measure) also toil with his brain.

Under the Constitution the national Legislature can do but little of direct importance for his welfare; save where he is engaged in work which permits it to act under the interstate commerce clause of the Constitution; and this is one reason why I so earnestly hope that both the legislative and judicial branches of the Government will construe this clause of the Constitution in the broadest possible manner.

We can, however, in such a matter as industrial training, in such a matter as child labor and factory laws, set an example to the States by enacting the most advanced legislation that can wisely be enacted for the District of Columbia.

Coming Meetings.

December 26-28.—State Teachers' Association will be held in the Capitol Building, Springfield, Ill.

December 26, 27, 28.—State Teachers' Association, at Lincoln, Neb.

December 26, 27, 28.—New Jersey State Teachers' Association, at Atlantic City.

December 26, 27, 28.—South Dakota Educational Association will have its 25th Annual Session at Sioux Falls.

December 26-29.—State Teachers' Association. For place of meeting write to A. E. Wilson, Sec'y, Little Rock, Ark.

December 26-29.—Minnesota Educational Association meets in Minneapolis.

December—during holiday week.—Washington Educational Association will be held in Bellingham, Wash.

December 26, 27, 28.—State Educational Association Annual meeting at Fargo, N. D.

The California Teachers' Association will hold meetings in Fresno between Christmas and New Year. For exact date write to Dr. C. C. Van Liew, President, Chico.

December 26, 27, 28.—State Teachers' Association will meet in Topeka, Kansas.

December 26, 27, 28.—New Mexico Educational Association will meet in an annual session at Las Vegas.

December 26-28.—Territorial Teachers' Association will meet at Shawnee.

December 26-29.—The Forty-fourth Annual Session of the Minnesota Educational Association will be held at Minneapolis.

December 27-29.—State Teachers' Association will meet at Milwaukee. Lectures will be held in the evening of the first and second days of the meeting.

December 27-30.—Southern Educational Association will meet at Montgomery, Ala.

December 27, 28, 29.—Idaho State Teachers' Association will meet at Boise.

December 26-27.—Eleventh Annual Meeting of the New York State Science Teachers' Association will be held at Teachers College, New York City.

The Carnegie Foundation for the Advancement of Teaching.

RULES FOR GRANTING OF RETIRING ALLOWANCES.

The aim of the founder in the incorporation of this Foundation is clearly expressed in the Act of Incorporation passed by the Congress of the United States, and approved by the President.

This aim is there stated to be the foundation of an agency to provide retiring allowances for teachers in the universities, colleges, and technical schools of the three English-speaking countries of North America, and to serve the cause of higher education by advancing and dignifying the profession of the teacher in these higher institutions of learning. By the terms of the Act of Incorporation sectarian institutions are excluded from the benefits of the Foundation. Consideration of the question of the admission of State institutions has been deferred until some experience has been had in the actual administration of the trust.

EDUCATIONAL STANDARD.

The term college is used to designate, in the United States, Canada, and Newfoundland, institutions varying so widely in entrance requirements, standards of instruction, and facilities for work, that for the purposes of this Foundation, it is necessary to use, at least for the present, some arbitrary definition of that term. The following definition, now in use under the revised ordinances of the State of New York, will be employed for the purposes of this Foundation:

"An institution to be ranked as a college, must have at least six (6) professors giving their entire time to college and university work, a course of four full years in liberal arts and sciences, and should require for admission, not less than the usual four years of academic or high school preparation, or its equivalent, in addition to the pre-academic or grammar school studies."

A technical school, to be eligible, must have entrance and graduation requirements equivalent to those of the college, and must offer courses in pure and applied science of equivalent grade.

To be ranked as a college an institution must have a productive endowment of not less than two hundred thousand dollars.

SECTARIAN LIMITATION.

Institutions of learning will be recognized as eligible to the benefits of this Foundation, so far as sectarianism is involved, under the following conditions:

1. Universities, colleges, and technical schools of requisite academic grade, not owned or controlled by a religious organization, and whose acts of incorporation or charters specifically provide that no denominational or sectarian test shall be applied in the choice of trustees, officers, or teachers, nor in the admission of students.

2. In the cases of institutions not owned or controlled by a religious organization, and in which no specific statement concerning denominational tests is made in the charters or acts of incorporation, the trustees of such institutions shall be asked to certify by a resolution to the trustees of The Carnegie Foundation for the Advancement of Teaching, that, notwithstanding the lack of specific prohibition in the charter, "no denominational test is imposed in the choice of trustees, officers, or teachers, or in the admission of students, nor are distinctly denominational tenets or doctrines taught to the students." Upon the passage of such resolution by the governing bodies of such institutions, they may be recognized as entitled to the benefits of The Carnegie Foundation

for the Advancement of Teaching, so far as considerations of sectarian control are concerned.

RECOGNITION OF INSTITUTIONS.

Institutions of higher learning, whether universities, colleges, or technical schools, whose educational standard is equal to, or higher than, that indicated in the foregoing, and which comply with the conditions regarding sectarian control, may be recognized by the trustees of The Carnegie Foundation for the Advancement of Teaching, as entitled to share in the benefits of the Foundation, and a list of such accepted institutions will be announced. This list will be provisional and to it additions will from time to time be made.

To professors in these institutions the benefits of the Foundation shall be extended thru the institutions themselves; that is to say, once the rules upon which retiring allowances are granted are definitely determined, they shall work automatically, in what might be called normal cases, that is, in cases of old age or long service. Thus if a professor in such an accepted institution has reached the age of X years, or if he has been in the teaching profession for a period of Y years, he would receive his allowance as soon as his institution applied for it. In cases outside of the normal age or service conditions, the recommendation of the accepted institution shall be considered by the trustees of The Carnegie Foundation for the Advancement of Teaching, and action taken upon the individual case, and once a grant has been made, payment will be made as in normal cases, thru the institution.

No institution will be accepted which is so organized that stockholders may participate in its benefits.

RECOGNITION OF INDIVIDUAL PROFESSORS, IN INSTITUTIONS NOT ON THE ACCEPTED LIST.

The Trustees realize that there are able and devoted teachers rendering admirable service to education in institutions which, owing to low entrance requirements, or for other reasons, are considered below the academic grade requisite to entitle them to a place on the accepted list of institutions. Individual professors of merit or of distinguished service in such institutions may be granted retiring allowances, but in such cases the trustees will deal with the individual professor. Such allowances cannot be granted to professors in institutions deemed to be under denominational control.

CONDITIONS FOR THE GRANTING OF NORMAL RETIRING ALLOWANCES.

1. *Age.*—To be eligible to retirement on the ground of age, a teacher must have reached the age of sixty-five and must have been for fifteen years professor in a higher institution of learning. Whether a professor's connection as a teacher with his institution shall cease at an earlier or later age than sixty-five, is a matter solely within the jurisdiction of the professor himself and the authorities of the institution in which he serves.

2. *Long Service.*—To be eligible for retirement on the ground of length of service, a teacher must have had twenty-five years' service as a professor in a higher institution of learning. It is not necessary that the whole of the service shall have been given in accepted colleges, universities, or technical schools.

In no case shall any allowance be paid to a teacher who continues to give the whole or part of his time to the work of teaching, as a member of the instructing staff of a college or technical school.

THE SCALE OF RETIRING ALLOWANCES.

The trustees recognize that a fixed rule limiting the amount of an allowance—such, for instance, as a stated percentage of a professor's salary—cannot be adopted without working a serious hardship in many institutions where salaries are low, and under the best conditions must remain low for many years. They have, therefore, adopted a scale under which a teacher who is receiving a low salary is granted a much higher percentage of his salary than is granted to one receiving a higher salary. Thus, for a salary below sixteen hundred dollars a pension of one thousand dollars, or a sum not to exceed ninety per cent. of the active pay, is granted as a retiring allowance. It is believed that this scale is a more just one to men on small salaries. It could scarcely dignify the calling of the teacher to allot to a professor who had served many years at twelve hundred dollars a year fifty per cent. of his pay, altho that percentage might be a fairly generous allowance in the case of a professor who had been receiving a pay of five thousand dollars.

RULES FOR THE GRANTING OF NORMAL RETIRING ALLOWANCES.

1. A normal retiring allowance is considered to be one awarded to a professor in an accepted university, college, or technical school, on the ground of either age or length of service. The term professor, as here used, is understood to include Presidents, Deans, Professors, Associate Professors, and Assistant Professors, in institutions of higher learning.

2. Retiring allowances shall be granted under the following rules, upon the application of the institution with which the professor is connected, and in the application it should be clearly set forth whether the retiring allowance is recommended on the ground of age or service.

3. In reckoning the amount of the retiring allowance the average salary for the last five years of active service shall be considered the active pay.

4. Any person sixty-five years of age, who has had not less than fifteen years of service as a professor, and who is at the time a professor in an accepted institution, shall be entitled to an annual retiring allowance computed as follows:

(a)—For an active pay of sixteen hundred dollars or less, an allowance of one thousand dollars, provided no retiring allowance shall exceed ninety per cent. of the active pay.

(b)—For an active pay greater than sixteen hundred dollars the retiring allowance shall equal one thousand dollars, increased by fifty dollars for each one hundred dollars of active pay in excess of sixteen hundred dollars.

(c)—No retiring allowance shall exceed three thousand dollars.

5. Any person who has had a service of twenty-five years as a professor, and who is at the time a professor in an accepted institution, shall be entitled to a retiring allowance computed as follows:

(a)—For an active pay of sixteen hundred dollars or less, a retiring allowance of eight hundred dollars, provided that no retiring allowance shall exceed eighty per cent. of the active pay.

(b)—For an active pay greater than sixteen hundred dollars the retiring allowance shall equal eight hundred dollars, increased by forty dollars for each one hundred dollars of active pay in excess of sixteen hundred dollars.

(c)—For each additional year of service above twenty-five, the retiring allowance shall be increased by one per cent. of the active pay.

(d)—No retiring allowance shall exceed three thousand dollars.

6. Any person who has been ten years the wife of a professor in actual service may receive during her

widowhood one-half of the allowance to which her husband would have been entitled.

7. In the preceding rules, years of leave of absence are to be counted as years of service, but not exceeding one year in seven. Librarians, registrars, recorders, and administrative officers of long tenure, whose salaries may be classed with those of professors and assistant professors, are considered eligible to the benefits of a retiring allowance.

8. Teachers in the professional departments of universities whose principal work is outside the profession of teaching are not included.

9. The benefits of the Foundation shall not be available to those whose active service ceased before April 16, 1905, the date of Mr. Carnegie's original letter to the trustees.

10. The Carnegie Foundation for the Advancement of Teaching retains the power to alter these rules in such manner as experience may indicate as desirable for the benefit of the whole body of teachers. *Approved by the Trustees, April 9, 1906.*

Directed Home Reading in Grade 9,
At Milton, Mass.

[MISS RUTH B. ELLIOTT, Teacher.]

In placing the following book list before the pupils of grade 9, the objects were to create a love for good literature, to help in laying the foundations for high school English, and to broaden the pupils' outlook upon life. The list was made after talking with the pupils and learning something of the books known by them.

It was requested that each month one book from a group be read. The pupils were also asked to make short oral reports concerning the books read.

A number of books have been reported. In discussing these, the endeavor has been to lead pupils to see that in such books as "Silas Marner" the development of a character stands out most clearly, while "Ivanhoe" gives a series of historic pictures, and the books, of which, perhaps, the Gold Bug is typical, are noted for the cleverness of plot. Every book, of course, requires a different kind of report.

I.

Tom Brown's School Days—Hughes.
Polly Oliver's Problems—Wiggin.
Arthur Bonnicastle—Holland.

II.

Leatherstocking—Cooper.
The Pilot—Cooper.
Last of the Mohicans—Cooper.

III.

House of Seven Gables—Hawthorne.
Uncle Tom's Cabin—Stowe.
Little Women—Alcott.

IV.

The Crisis—Churchill.
Rudder Grange—Stockton.
Being a Boy—Warner.

V.

Window in Thrums—Barrie.
The Oregon Trail—Parkman.
The Lady of the Lake—Scott.

VI.

Lives of the Hunted—Seton.
Wild Animals I Have Known—Seton.
Up from Slavery—Washington.
The Gold Bug—Poe.

VII.

Innocents Abroad—Twain.
The Prince and the Pauper—Twain.
Conquest of Granada—Irving.

VIII.

Ivanhoe—Scott.
Woodstock—Scott.

IX.

Silas Marner—Eliot.
Mill on the Floss, Part I—Eliot.

X.

Oliver Twist—Dickens.
Nicholas Nickleby—Dickens.
Old Curiosity Shop—Dickens.

International Exchange of Professors.

Origin of the Plan.

(Editorial comments of the *The Harvard Monthly* on Professor Francke's article, which was printed in THE SCHOOL JOURNAL last week.)

In connection with the leader by Professor Francke in the present issue, it may be well to clear up some of the misconceptions held by outside journals, notably the *American Review of Reviews*, concerning the origin and development of the idea of an international exchange of professors. In an article entitled "America and Germany: An Academic Interchange," by Mr. James H. Canfield, librarian of Columbia University, published in the *Review of Reviews* for December, 1905, the statement is made that "at his official diplomatic reception on New Year's Day, 1904, the German Emperor suggested to the American ambassador in Berlin the desirability of an exchange of professors between German and American universities," and the reader is forced to believe that this was the first public mention of the important matter. President Eliot's report for the year 1904-05, however, states clearly (page 46), that in the spring of 1902 (a year and a half previous to this reception, mentioned by Mr. Canfield), Professor Kuno Francke, of Harvard University, in a meeting called at his suggestion in the Königliche Kunstgewerbe Museum in Berlin "to consider ways and means for bringing about some kind of popular gift to the Harvard Germanic Museum as an appropriate supplement to the gift of the Emperor . . . emphasized the hope that in course of time endowments should be attached to the museum which would make it possible for the University to invite German scholars to give courses of lectures at the museum on German art, literature, and philosophy." Dr. Althoff, the director of the Prussian universities, strongly approved of the undertaking. "Later in the spring," the report continues, "Professor Francke had several conferences with Dr. Althoff which contributed to form in Dr. Althoff's mind the plan for an exchange of professors which two years later was carried into execution." In November, 1904, Dr. Althoff submitted to President Eliot "the draft of an agreement between the University of Berlin and Harvard University concerning the mutual exchange of professors." This Harvard University immediately accepted, and a month later "opened negotiations with the rector of the University of Berlin for the exchange of one Harvard professor for one German professor in the year now current." The exchange was in every way official, arranged by the president of Harvard University, on the one hand, and the rector of Berlin University, on the other, and confirmed for an indefinite period by a formal treaty between the two institutions. The writer of the above-mentioned article, however, was apparently not informed of the transactions which had taken place. He does not once mention them, and recognizes Professor Peabody's activity in Berlin, tho the reference applies as well to the activity of Professor Wendell or Professor Santayana at the University of Paris, only in the words: "We have, at least, one example of the occupant of an American chair lecturing abroad; but," he continues, "nothing was done to meet the definite thought of the Emperor." The latter statement reveals an incredible ignorance of the facts in the case. For Dr. Althoff could, of course, make no arrangements for an interchange of professors without the full permission of the Emperor any more than Dr. Muck, without the Emperor's consent, could engage himself to direct the Boston Symphony Orchestra; and, as we have pointed out above, the

transactions between the University of Berlin and Harvard University had been for a year definitely settled, and Professor Peabody was already installed as American visiting professor at Berlin, and Professor Ostwald as German visiting professor at Harvard, at the time the article was written.

Later in the article the writer says: "The authorities at Columbia hope that this is but the first of a number of similar professorships to be established as opportunity and means are afforded." Exchanges with at least one Eastern university and with the University of Paris are projected; "the experiment, however, will begin with the Berlin chair." Here Mr. Canfield, in his partisanship for Columbia University, seems again to have lost sight of the Harvard professorship, already firmly established and in operation.

As Professor Francke remarks in his article, it is gratifying to see other American universities taking up the idea of international exchange of professors. Let us hope that the universities which have since entered the field may find it as productive in the furtherance of amicable relations between the two countries as Harvard has found it. At the same time, however, let credit be given where credit is due: to Dr. Althoff, of Berlin, and Professor Kuno Francke, of Harvard, the originators of the plan.

In the report of President Butler to the trustees of Columbia University, advance sheets of which appeared on November 10, 1906, the existence of the Berlin-Harvard agreement is recognized. President Butler continues: "A personal or institutional exchange of this sort has significance and value of its own, but it seemed clear that something more must be provided for if the full benefit of the interchange of professors was to be gained. What appeared to be most needed in Germany, for example, was a systematic presentation, by authoritative teachers, of the history and institutions of the American people. . . . Public interest in this undertaking has been very great, and properly so, for what is being created is a new force to guide and instruct public opinion in international affairs. The nations of the world are clearly coming into closer sympathy and relationship. . . . The universities, always alert when great public interests and great tendencies are concerned, may lend their powerful aid to the promotion of peace and goodwill between nations by seeing to it that the youth of each is given opportunity to know and to understand the point of view of the people of the others. It is not only as a mere academic interchange that this undertaking is important. It has far-reaching national and international significance."

Thus President Butler conceives the interchange of professors as having a political significance. This, then, represents the attitude of Columbia University. The danger, however, of giving political importance to a purely academic interchange has been shown by the result of Professor Burgess's opening lecture in Berlin. The German people, if not the German Government, regarded the statements made on that occasion as entirely official. In response to the storm of protest aroused by his remarks, the lecturer has declared that he was merely uttering his own opinions. Since these were not those held by the Government or the majority of the people of the United States, he was not interpreting the "point of view" of Americans, but merely his own. He has an undoubted right to do

this, as long as it is clearly understood by both nations that his lectureship is the result of "a mere academic interchange," and not of "far-reaching national and international significance."

Harvard has always insisted, and insists emphatically now, that her agreement with the University of Berlin is a purely academic one. It has no "national or international significance" whatever, save as the activity of German professors in America and of American professors in Germany means to the student bodies of Harvard and Berlin a broadening of vision and a deeper insight. During the period of this activity the visiting professor merges himself with the faculty to which he has been sent. Politically and socially he is in the same position as his temporary colleagues, the resident professors. Harvard hopes as sincerely as any other university that the interchange may be a "powerful aid to the promotion of peace and good will between nations"; but not thru direct reference to the "cementing of international friendship" does Harvard believe that the interchange will fulfill that aim. The immediate importance of it lies in the contributions it will bring to the learning of both countries, in the fellowship it will establish between German and American scholars, and in the further uplifting, at least in the younger of the two nations, of the standard of scholarly achievement.

The Public Schools Athletic League.

By DR. LUTHER HALSEY GULICK.

[Report of a Recent Address.]

When I became director of physical training in the New York City public schools, there was no relation between the Department of Physical Training and athletics in the city, nor was there any organization among those schools that had athletics. There were some individual and other leagues in the elementary schools.

After talking over the matter with Supt. William H. Maxwell, with Gen. George W. Wingate, and James E. Sullivan, it was decided to form a league for the propagation of athletics among the schoolboys of New York City. A Committee on Organization was created, which was composed of these gentlemen, together with President Finley of the College of the City of New York. It was at once decided to hold an athletic meet in Madison Square Garden. This was a great success; over 1,000 boys entered.

The direct object of the league was not merely or mainly to promote athletics among those boys already athletically trained, but to develop a large number of boys who knew nothing about the various sports. To do this it was necessary to get as close as possible to the individual schools. Accordingly it was decided to organize the city into districts, following the same lines as the district divisions of the Board of Education, and to create as far as possible a league within each district, which should look after all local interests. This was done always with the co-operation of the district superintendent. It took us two years to accomplish this, but it was finally done, and these leagues are now operating successfully. They run district meets of all kinds, raise money, and help the individual schools.

There are about 5,000 boys old enough to come into athletics in each district league. There is a meeting of one representative from each district league once per month, to discuss matters of general interest. This is the Elementary Schools Games Committee. The high schools are similarly formed into groups, with a similar system of representation.

One type of work done is class athletics. This engages a larger number of boys than any other sport that we have. The object of the class athletics is to get every member of a class to compete, securing the average performance of the class. Then the

best class of the city in an event gets a trophy, to be hung up in its room until the next competition. It is the best scheme yet devised to get hold of the great masses.

The button test is to get a boy to compete against himself. That is, we have different standards for the following grades, but each boy who can pull himself up a certain number of times, run a certain distance in a certain length of time, and can jump a certain distance, gets a bronze button as a certificate of his attainment. Over 30,000 boys competed last year for different buttons.

In addition to these things, we have the regular track and field sports, basketball tournaments of two classes, Socker football, a baseball league with over 100 teams, and so on.

The business men of the city have been exceedingly generous. Trophies aggregating in value to several thousands of dollars have been given to us by such men as A. G. Spalding, Cleveland H. Dodge, the Pratt Bros., of Pratt Institute, Clarence Mackay, Alfred G. Vanderbilt, William H. Maxwell and others. We spent last year in this work \$15,000. This money was contributed by men of the city, at the solicitation of a man whom we employ for that purpose.

The various athletic organizations, the clubs, regiments, and other bodies have been good to us in the matter of helping us with officials and grounds.

I regard the essential elements in the successful carrying on of such a scheme as this:

- (1) The active and intelligent support of the school men themselves.
- (2) The support of the newspapers.
- (3) The support of the business men.

But none of these things will succeed without there being somebody in the city who knows the schools and the school situation thoroly, who also knows athletics, who sees the difference between school athletics and athletics of the athletic club, and who understands how to avoid in athletics being run away with by the intense competition spirit.

Music in New York City Schools.

Director Frank R. Rix has published the following outline of music teaching as carried on under his supervision in the New York City schools:

The youngest children begin by singing rote songs with sweetness, interest, and clearness. In the second year there are more songs, the scale intervals are thoroly memorized, and the reading of easy exercises on the blackboard is begun.

In the third year there is reading from books of easy songs and exercises, the recognition of scale tones, and simple rhythms from hearing.

In the fourth year comes reading in nine keys, the use of simple chromatics, the continuation of the ear training and rhythm.

The fifth year adds reading in two parts and the use of more difficult rhythms.

The sixth, seventh, and eighth years find the children singing and reading songs in three parts in major and minor keys and using all chromatics.

All grades have their songs, and, besides the class work, there is more or less singing at the assembly exercises. In many schools the assembly singing is a splendid feature. The quality of the music, of course, varies with different conditions, and the need of more system in the training is felt. This, however, will shortly be corrected by the use of uniform outlines based upon the syllabus. The attitude of the class teachers is remarkable because of their willingness to carry out the daily drill and to teach in the presence of the special teacher and director.

The spirit of cordial co-operation is most marked upon the part of the principals, without whose aid we would be helpless.

Constructive Work as a Preventive of Truancy.

By JAMES P. HANEY, Director of Manual Arts, New York City.

[Report of Address.]

A three-day conference on Truancy was held by the Chicago Board of Education last week. Judge Julian W. Mack presided, and many were in attendance from various of the large cities East and West. The occasion of this conference was the plan of the Cook County Commissioners to establish a juvenile court with a detention school under the authority of the Board of Education.

The conference was opened and addressed by Mr. Emil W. Ritter, president of the Board of Education. Later Dr. James P. Haney, Director of the Manual Arts in New York City, spoke on constructive work as a preventive of truancy. Dr. Haney laid special emphasis on the necessity of gaining the active sympathy of the boy in school, and of using to this end forms of manual work which serve to hold him in school, instead of delaying vocational teaching until he has become a confirmed truant and has to be placed in some corrective institution. He said in part:

Manual Training is the best truant officer a school system can employ. All corrective institutions find that their most valuable agent to a boy's reform is some useful form of handicraft. There are countless agents which serve to draw the boy out of school. The Manual Arts are the best bonds to hold him in school. They are even better in prevention than in reform.

Work with tools is natural to every boy, for the constructive instinct is deep laid in his physical make up. While he does such work he is happy. No form of school work gives more pleasure. He learns thru it what President Eliot has so aptly called "the joy of achievement."

The school workshop acts as a load-stone to every lad. It excites his curiosity and kindles his desire to do the things he sees men doing with tools. It shows him the school as a place good to come to and good to stay in. It is rare indeed to find a boy once initiated in hand work who is willing to forfeit the privilege of doing such work. The mere threat to withhold a pupil from his shopwork often acts to turn a restless pupil into an example of obedience, willing to exert himself in the routine work of the school, that he may later set about in the shop to the making of things which he sees are good to use.

We are by degrees learning to differentiate our educational courses to meet the needs of different pupils. Boys are not all the same. Many anxious to work with their hands are unable to follow their brighter companions thru the higher years of the curriculum. Those boys would stay in school if hand work, which is so attractive to them, were offered; as it is, many of them, unable to keep up with their classes, fall behind, become discouraged in their efforts, and disgusted to find themselves with younger pupils. These boys are practically forced out of school. They go to form the rank and file of the truant army.

Nine out of every ten boys who go to the elementary school must later earn their livings with their hands. It is of the utmost importance that hand work be offered to them early. The Manual Arts should form part of the curriculum from the very threshold of the primary class-room. Both the boy and girl must be interested in school from the first day of their attendance. It is a mistake to confine hand work to the upper grades, to delay capturing the pupil's interest until he has become at odds with the school and seeks to escape from its bondage.

The manual work offered should appeal to the pupil as real work. In the school shop it should deal with the making of stable forms, good sized and useful models, not small and petty exercises. The workshop should early give the pupil a vocational view of life. The older boy should use men's

tools and see his work as a valuable training for his future life. Wood-work, basketry, chair-caning, and work in cold metal are all good. Work with the simpler machines, with the lathe and gig-saw is especially valuable. Boys delight to deal with things that move and have power. They delight also to make things that move—real wagons, barrows, and sleds, and the like, things which are not toys. Before the boy leaves the elementary school he should know something of half-a-dozen occupations, and should have made a score of useful objects.

Thru all his work he should be shown the value of such practice in the gaining of a livelihood, he should be given a vocational bent, and a strong vocational ambition. Thru well-taught hand work he can gain as in no other way respect for the dexterous mechanic. The boy who has for his ideal the crack workman, will never become a truant.

Until recently it was not possible for a boy to get a vocational training unless he went to the penitentiary for it. The public school is seeking to do what the reform school had to do. Now here and there a school has been established which offers vocational training to the boy who wishes to become an artisan. The near future must show in every city schools of this nature offering preparatory trade training to boys who wish to lead a vocational life. These schools will be real boy-savers. They will act as no reform school can act to prevent truancy.

It is urged by some that manual work is expensive, but it is far better for a city to pay early than late. Late payments show that the city's debt to its future citizens bears an astonishing rate of interest.

In Massachusetts recently the statistics show that the cost of police maintenance has increased in the last fifty years by leaps and bounds. The increase for the police departments of certain cities are many hundredths per cent., while that for the school departments has increased to far less degree. Where in one town it used to cost but six cents a year *per capita* for the town to police itself, it now costs over two dollars *per capita*.

Undoubtedly the necessity for this increase is in part due to the evil actions of those whom the public schools have failed to reach. Far wiser would it have been to have paid some of this money in as capital, deposited in a school plant, aimed specifically to hold boys in school and train them for a vocational life. Such a deposit wherever it is made bears annual coupons in the work of good citizens who add to the wealth of the State instead of hanging on its skirts and sapping its forces as delinquents. If one would help truancy, one must detect the truant early. One must diagnose him from his first errant symptoms. Caught early and given work which appeals to him directly, the chances are good for his cure. It is better to adapt the curriculum to his needs, to alter its classical standards by introducing more of the so-called "Non-essentials—the various forms of hand work—than preserve inviolate the curriculum's trinity of the three R's. The school system which affects to exclude the Manual Arts must later make appropriations to pay the cost of apprehending, dealing, and punishing the boys who are driven, thru lack of interest, out of the schools. What shall it profit a school system or any city that it preserve its ideals of a clerical education and lose the souls of scores of its wards yearly?

The Teaching of Commercial Geography.

By ALBERT GALLOWAY KELLER, Assistant Professor of the Science of Society in Yale University.

"Commercial Geography" is the most common student name for the course which appears in our catalogs under the more cumbersome title of "Physical and Commercial Geography." A sketch of the origin of our activities in this field may serve as a partial explanation of our viewpoints respecting a subject which is commonly taught in a different way.

The germ-course, which constituted our point of departure, was one labeled "Environmental Influences on Man," given in conjunction by a member of the department of Geology and one from that of Anthropology. Our course was given the first year to a very small class, and, as is so often the case, it was the instructors themselves who profited most from the instruction.

At any rate, we became thoroly convinced of the value of a common introductory course to our two departments. It became increasingly clear to us that a study of man in relation to his natural environment lent a welcome human interest to geography and geology; and, conversely, that the study of natural environment in relation with man provided a substratum of hard fact back to which to refer any elaborate theorizing in the field of anthropology and the other social sciences, and history. The natural science side, we felt, was made more human, and the social science side more solid and trustworthy, if they were considered together, and with constant reference from one to the other.

Some of the earliest topics considered by us were: the influences upon the development of civilization, of climate, of flora and fauna, of topography, of the distribution of water, and so on. And, in casting about for some definite and tangible subject around which, for purposes of teaching, to assemble our materials, we hit upon the fact that they all came into a more or less close relation with the development of exchange. For the articles which are carried by the currents of trade are things which man, in his struggle for existence, has learned to derive from nature under the conditions given him; that is to say, they are foods, materials for clothing, etc. The very form and character of the struggle for existence, as revealed in the apparatus and organization of industry, is bound to conform to the condition set by nature. The inhabitant of the Arctic pursues a struggle for existence (and invents an apparatus to aid him in it) which is different in many essential respects from that of the dweller in the hot desert; and both live and work far otherwise than does the inhabitant of the fertile, temperate river-bottom. But the products of the several local areas, owing to their necessarily uneven distribution, already in the remote past began to move from tribe to tribe. The streams of trade, thus constituted, and now grown into world-wide currents, thus afford a sort of index of man's varied fortune in reducing nature, or, rather, in learning natural laws and conforming his life to them. The instances and principles of our original course seemed to emerge in a more suggestive and attractive light when developed in connection with so definite and vital a subject as that of trade—its materials, ways, and history. And so we named our elementary course Physical and Commercial Geography.

It will be observed, from what has been said, that we approached the subject of Commercial Geography from the purely scientific and unpractical side. In this we differed from most of those who have developed subjects of the same or allied names. The more common viewpoint of Commercial Geography is that of the prospective merchant rather

than of the physical or social scientist; and the general run of text-books clearly witness to this fact. They contain descriptions and statistics of trade, arranged for the most part by countries, and obviously calculated to show the relations between political units rather than those existing between natural or physiographical divisions of the earth. One of the normal tendencies of such arrangement; it may be noted, is to lend support to the already too popular notion that trade is a thing dependent, as to its nature and course, upon the manipulation of man; that it is determined in these respects by human policies rather than by the *inter-play of natural forces*. To this narrow view we were led, by training and viewpoint, to offer opposition.

Some of the regular text-books have recognized; it is true, the controlling conditions of physical nature; they contain prefaces, mostly perfunctory, setting forth general observations as to the influence of climate, topography, and so on. But, in our experience, such introductory remarks bore little fruit, not being followed up and reiterated at the proper and apt occasion, that is to say, while the actual descriptions and statistics were being presented. What we have done, therefore, has been to supply, regularly and untiringly, often doubtless with an insistence painful and even revolting to our students, the general principles back to which the facts of their daily text-book assignments could be referred.

To some of these general principles we shall presently come. But before we could do much with general considerations, we found ourselves confronted by the hard reality that our students knew little or nothing about physical geography; and not only that, but that they did not know the old-fashioned geography which pedagogs now gone to their well-merited rest had forced into the heads of preceding generations. One student, for example, was authority for the precarious statement that St. Petersburg was the center of a flourishing tobacco production. We pursued this clue. We found that he had casually read "Petersburg" upon his canister of tobacco, but had not chanced to notice the abbreviation "Va." after it. Now, we like the type of student who can thus focus his available stock of information; the quality of bluff, like that of mercy, droppeth like the gentle dew from heaven; but we don't like either to be strained. We wish to reserve the loftiest flights of the creative imagination for larger game.

I need not stop to inquire the why of this medieval lack of geographical knowledge; we always suspected that it was due to the invasion of the short-and-pleasant-cut-to-knowledge-system which became popular in America, if I am not mistaken, about the time that these hopefuls of ours were in kindergarten. We inferred that Alphonse had not been crudely and unpsychologically required to bound the State of Ohio, for example; but had been, in the midst of a series of diverting and edifying impressions—during the pauses of his doily-work—caught, metaphorically speaking, with his mouth open for the introduction of chance bits of properly sterilized mental food.

Well, to remedy this, the atlas became the badge of the course; it was little short of a misdemeanor to be caught with it off the person. And map-work was required in profusion, the students being obliged to fit out outline-maps with names, colorings, and the like, indicating areas of distribution of minerals, plants, animals, and men. And, in order to increase the definiteness and concreteness of

their impressions, we have striven to lay the foundation for a working-collection of the materials of commerce. Our nucleus in this line, at Yale, is the Portland Exhibit of the United States Bureau of Plant Industry, now installed,* together with smaller acquisitions, in the form of a Commercial museum.

Some General Principles of Commercial Geography.

Now turn to the more impersonal question of general principles and their application. Of these I can summarize only a selected few. But if their utility in putting life into dry facts be recognized, further possibilities along the same line will crowd upon the mind of the teacher.

In any study of the geography of commerce, one begins perforce with the natural distribution of the materials of commerce; for, roughly speaking, the materials are here or there on the earth's surface, or beneath it, and man must go and get them, if he wants them, where natural forces have placed them. This is obviously true of the commercial products which are inorganic by nature; you do not normally carry coals to Newcastle. Mineral wealth has been distributed once for all, for ores cannot be transplanted, or grown, even under the wing of the protective tariff. Hence one is driven back upon such general scientific principles as explain the presence of ores and minerals, if one cares to do more than memorize unintelligently the localities in which they are found. Here Commercial Geography has need of the geologist's aid. If we know that the Bermudas are built of coral rock, we can dismiss them once and for all from the category of iron-mining regions; we shall not have to commit to memory as an unrelated fact that they do not produce petroleum. Or, to take a positive case—to one knowing the proximity of iron ore and coal in England, the reason for the remarkable industrial prosperity of that island has already ceased, in good part, to be a secret.

The case is similar, tho far more complicated, when the commercial products of the organic world are considered. The flora of the earth remains localized in good part, determining by its distribution regions of supply and demand, and so the tread of trade-ways and the courses of exchange. We do not pretend to raise Smyrna figs in New Zealand. And even if we do extend the culture of plants into new regions, we are always bound to find an approximately identical habitat into which to introduce them. The great drug, Peruvian bark, demanding the drenching rains of clouds blown across the Amazon valley and spilled against the eastern slopes of the Andes, thrived but feebly in Jamaica, and did not find a new home until the enterprise of the British had ferreted out in their wide empire an almost exact duplicate of the original habitat and conditions. Tobacco of quality has always clung to lower latitudes, and considerable advance in the imitation of environmental conditions will be necessary before an American can remain strictly patriotic and yet not be confined to the Pittsburg stogie and the Virginia cheroot. Fortunately for the smoking jingo, the acquisition of Porto Rico and the Philippines offers a certain escape from a painful dilemma. Nothing whatever dampens many of these projects for smiting the accursed foreigner, except that they are generally physically so difficult as to become commercially impossible.

A similar attachment to native environment may be seen in the case of the fauna of commerce. The fur-bearing animal sticks to the colder regions, the cod to the Newfoundland Banks; commercial

coral cannot be fished up off the shores of Long Island, nor can the camel, as experience has proved, endure the alkali-water, the cacti, the cañons, the coyotes, and the cowboys of the American Desert;—his stomach cannot endure the first; he cannot chew the second with impunity, nor walk upon it in his bare feet; he loses his head when he peers down large holes in the ground, not being used to them; the coyotes that insist upon nipping his heels make him nervous; and he has never come to enjoy the diversions of the ranchman in lassoing the several tempting protuberances of his knobby frame. Moreover, he frightened the horses, and had to be executed in general and in particular. He could not fall in cheerfully with a new environment.

It will be seen that the geographical distribution of flora and fauna is of prime importance in the study of the geography of trade. But it does not satisfy the reasoning mind to commit to memory the facts of such geographical distribution any more than those of the distribution of inorganic substances. The German sage urges us to "consider the What, but more the How." And since Darwin's time the excuse of ignorance of the *How* of plant and animal distribution has largely passed away. The student must be made familiar here with the struggle for existence in the plant and animal world, as rendered inevitable by the rapid increase of life. He must know something of variation and heredity, so that he may understand how the fitter survive while the less fit are cut off; he must see how, under given environmental conditions, certain types, and those only, are developed in nature. Then he is in a position no longer to be utterly staggered by the great mass of facts regarding the natural distribution of plant, animal, and man, but to comprehend their attendance upon wide-reaching principles. And if the test of science is prophecy, he may at length be asked to calculate the possible flora and fauna, not to mention the climate, winds, etc., of, say, an island whose latitude and longitude are given.

Natural Selection and Artificial Breeding.

But, one will say, the plants and animals are not all confined any longer to their original habitats, nor, indeed, to identical ones: Burbank, of California, is going to make the cactus grow anywhere; by removing the spines from the plant he has obviated their lodgment in the tongue and throat of the camel; he has hardened the endurance of the fruit-tree so that it does not mind having its blossoms frozen; and so on. It is true that man has turned into the struggle with nature all the extraordinary power of his mind, and that he has made many apparent changes in plant and animal life. Out of one aboriginal variety of pigeon he has made, in the course of thousands of years, several scores; he has bred horses and dogs for size, strength, coloring, power of scent, and the like. He has altered the materials of commerce, and he has changed their distribution-areas. Thus he has modified the direction and content of the stream of trade. Certainly the study of Commercial Geography must lead some attention to all this.

It is important then, to supplement the principles of natural selection with those of artificial selection and breeding. The latter processes are so striking in their results, and so commonly known, that it is almost more important to recognize their limits than to chronicle their successes. This is easier to do from the standpoint of commerce than it is from that of pure science; for commercial limits to all such manipulation of nature are set by *cost*. What is physically very difficult, tho perfectly possible, generally becomes commercially impossible. You can raise bananas in Connecticut, but not for

* This Exhibit has recently been temporarily removed by the United States Government in order to show at the Jamestown Ter-centennial of 1907.

the market; you *can* raise bears in a zoological garden, but not for their pelts. Recognizing such limits, however, to artificial modification and distribution of the materials of commerce,—if this modification and distribution are to form a basis for more than a mnemonic exercise,—they should be studied in the light of the general principles of plant and animal breeding, as well as of the history of the spread of this and that product from its native habitat. These principles can be expressed in terms simple and homely enough for a child of the proper age to grasp in their essentials; such study would certainly form an admirable substitute for the infant study of biology or dynamic geology.

Routes of Trade.

But I must not delay longer over the materials of commerce. Other fruitful topics press for recognition, for instance, that of the routes of trade. It is enlightening to note the adaptation of land-routes to topography, and the extent to which, and the limits within which, man has been able to manipulate this topography to suit the convenience of his projected routes. Similarly with water-ways and their terminals: the rivers, lakes, mediterraneans, and oceans are ready-made ways of trade, where the surface is approximately level and the friction slight. The natural impediments in these ways, their currents, and the direction of the natural atmospheric motor-force which blows over them, or churns them into dangerous irregularity, have determined the paths of vessels and will long continue to do so, despite the increasing application of steam. To be sure, man marks the ways more safely, removes some of the worst obstacles, artificially improves the harbor-terminals, by the use of steam and electricity renders himself at least partially independent of some natural conditions, and, thru marine insurance, distributes losses so that they are less felt; but thru it all, he labors amidst a net-work of limiting natural forces; and his results can be truly comprehended only thru an understanding of the natural laws of which he takes advantage or by which he is conditioned. For the understanding of transportation one should also be versed in the history of its earlier and simpler stages, and of the successive advances in nautical technique. He will then see, for example, why enclosed seas have ever formed the cradle of exchange, and, more especially, how the island-dotted Mediterranean nurtured up in turn the Phoenician, Greek, Roman, Venetian, and Spanish merchant-marines and commerce, until, in the fulness of time, the ocean was entered and the modern world-traffic initiated.

Human Conditions.

But it is not alone these forces in physical nature (and many others that I cannot mention) that should be understood as a basis for an intelligent and comprehensive view of the life and distribution of commerce. Trade has its materials, which came from out the surface of the earth, and its ways which lie along it; but it has its *agents* also—*men*. And just as a clear and intelligent comprehension of its physical conditions is indispensable to an understanding of its devious nature, so is a clear and intelligent comprehension of its human conditions, if they may be so called. Here is where anthropology joins with geology and physical geography in contributing to the geography of trade certain underlying principles and essential factors. So far as I know, this aspect of Commercial Geography has never been systematically taken up. The dissemination of the materials of commerce is nothing if the character and distribution of

producer, consumer, and exchanger be left out of reckoning. Taking the races of men as they are, it is evident, for example, that your Australian will not produce silk for the world-market, nor will he even buy razors for shaving purposes. He will hunt the kangaroo yet a little while, and then die off conveniently, so that the white man can pursue his course undisturbed. It is equally certain that the said white man will pursue *his* course undeviatingly, developing a production, a consumption, and an exchange of commodities on an ever wider scale. Without seeking here for the causes, it is clear that there are striking differences of temperament between races, and all degrees of aptitude for the development of commerce between the extremes cited. Dealing, as we may, in broad contrasts, it is possible to simplify this man-factor by distinguishing between the highly civilized races and those which are relatively or actually uncivilized. Roughly speaking, the former inhabit the easily accessible parts of the temperate zones; while the "native," as every one knows, occupies only such regions of the earth as are too cold, or hot, or unhealthful, or isolated, for the more civilized brother to come and hustle him off them. The only areas which support and protect a large population of a lower grade of civilization are the tropics. If, now, the inhabitants of the cooler regions were as indifferent to the destiny of the warmer ones, as the natives of the latter are to the fate of the cooler regions, we should have two grand divisions of the human race living a different life apart. But this has not been the case.

Thruout history the peoples of the temperate regions have manifested a deep interest in the products of the hotter areas and a decided tendency somehow to lay hand upon them. Migrations have tended regularly toward the south, and the course of exchange for many centuries lay between the south and north—or the east and west, as it once was, when the tropical products of the Indies came to Europe over Damascus, Beirut, and Cairo. The more wide-reaching of the environmental influences recounted above, chiefly climate and its attendants, have tended to create as great a divergence between the products of cool and warm regions as between the men: the yam and the negro go together, the coco-palm and the Polynesian, the durian and the Malay. And the torrid products, especially the spices, exerted, as luxuries, a tremendous attraction upon the peoples of temperate regions. They wished to get them, and centuries of history have been made about their effort so to do. But here they run counter to the peculiar disposition and temperament of the tropical peoples, and the result is one which cannot be understood apart from a comprehension of this disposition and temperament, especially as it is exhibited along economic lines.

Without attempting to describe this "lower" type of man except as he touches the subject in hand, he is marked, first and foremost, by a disinclination to labor. He is therefore no kind of a producer, having little foresight, living from day to day, and depending upon the bounty of tropical nature to satisfy his few wants. The economic stimuli which spur the "economic man" of the economic text-books elicit at most a quite disproportionate exertion. Trinkets and baubles did something until they became too common; alcoholic spirits did more. Some tropical planters are said actually to prefer bibulous laborers, for they are absent from work only once in a while; they drink up their wages and return for more, while the sober native saves enough in a few weeks to emancipate him from the need of further labor for a year. It can be seen that the orthodox way of stimulating

supply, by higher inducements offered in consequence of increased demand, is here all but inoperative.

But the white man cannot normally produce, by his own efforts, in the tropical environment: hence trade is blocked. However, it must not be understood that other stimuli will not work where economic titillations are not sensed. A good drubbing used to do pretty well; and, as a system, slavery better solved the question of tropical labor, from the purely economic standpoint, than has any substitute for it. Demand here prodded the plantation-owner, the owner brought pressure to bear upon the overseer, and the latter took a stout stick and sallied forth to "demand" more output. But compulsion of this nature proved unpalatable to that portion of humanity which could make the other part stop it, and since emancipation a good many methods have been ineffectually put into practice to reach the soul of the benighted one who could not see the advantage of being strenuous. The commercial exploitation of the tropics has encountered in the tropical peoples a passive resistance and a dull inertia; qualities referable to environmental influences totally diverse from those under which the modern commercial system was itself developed.

So much for native production and supply. Nor do the native peoples demand much from the stream of world trade to which their contribution is so slight. They can use an occasional shirt or umbrella, a tile hat, or a pair of cuffs for the ankles; brass wire and other metallic products can still be sold in moderate quantities. But there is no volume to their traffic, and their trading methods are, from a European standpoint, incurably eccentric. Trade is a passion with many African tribes; but it is a pleasure too sweet not to be long drawn out. The German trader asks for ivory or an ox; and, after deliberation, a little tusk or a sickly beast is produced, and the owner settles down to the luxurious quibble and the noisy assertion. Each piece of goods must be dickered over separately for the maximum period; the seller must play his several rôles of heartsick disillusionment, virtuous indignation, and generous, if hopeless, self-sacrifice. Trade is viewed less as an economic operation and more as a forensic contest—as art for art's sake. Here is no demand-region to tempt large-scale commercial operations. Hence the development of tropical resources has been pretty largely outside of the legitimate, modern type of trade, as between civilized peoples of other climes; it has been too often ruthless exploitation and rascally robbery. That is the type which the environment brought forth—it is the frontier-type, outside the "protection of the market." One author tells of fur-trading which realized over \$6,000 worth of furs upon sixty gallons of raw alcohol, mixed with water in the proportion of four to one, and dispensed at a buffalo-robe per pint. Such irregular exchange is, of course, a mere parody on modern trade, but it has nevertheless been approximated to in a sufficient number of cases to render the type a common one under specific conditions of civilization on one side and unsophisticated uncivilization on the other,—that is to say, under diverse conditions of the human factor. For the understanding of the "How" of trade, and for a perspective of its geography, some information calculated to clarify the student's conception of the human factor would seem to be indispensable.

Enough has been said, perhaps, to support a contention that in viewing man's activities on earth, and specifically those vocations which run out into the exchange of commodities, we are not wont to accredit in just measure the natural con-

ditions involved. It is for a clearer comprehension of these conditions that our courses stand. It is not a fortuitous thing that the center of gravity of the world's commerce has been moving westward and northward until it rests within a western island-group, and even now threatens to shift across the ocean. It is not accidental that Phoenicia, Greece, Rome, Venice, Portugal, Holland, and England, as the hour of their commercial destiny approached, turned their eyes toward the East; nor was it a movement of another kind that caused the right-about-face toward the West, of Spain. The background of all these movements was the human struggle, first for existence, and then for a more luxurious standard of living, the seeking of satisfactions where nature placed them, by men trained by nature to desire and acquire.

What of the Elementary School?

A single consideration remains. Assuming the value of the discipline outlines, is it available elsewhere than in college? Could the more elementary instruction profit by it? Of course the final answer to this query must wait on experience. What testimony we have been able to gather upon this subject is affirmative, and about as follows: the essential ideas of such a college or normal school course can be simplified for the young, rather indefinitely, without emerging as a diluted mush of unpractical pedantry. Even the very immature can be taught a good deal of the "How," for the abstract terms and the arguments in which the teacher thinks, can be made explicit thru examples and reasoning of the utmost simplicity. Certainly it is worth while, to whomsoever knowledge is imparted, to cut out brute memorizing by focusing facts, so far as possible and practicable, about the nuclei of more general principles. But be this as further experience shall show; in any case the teacher of Commercial Geography should be armed with principles of wider bearing and interest, in fighting his way and then trying to pilot others thru what has long been regarded by many as an arid and unteachable maze of unrelated facts.

First College in America.

Mr. A. S. Kowlton has written a brief account of the first college founded in this country; it will come as a surprise to many of his readers that this proud title does not belong to Harvard University.

In the little settlement of Henrico, in the part of Virginia now called Henrico County, the colonists founded a college in 1619. For the purpose the parent company in London set apart a large tract of land, half the revenue from which was to be devoted to the maintenance of the college.

George Thorpe was sent over as superintendent of the land and was followed in 1622 by the Rev. Patrick Copeland, who came as first "rector of the university."

In the same year as the founding of the college the first Legislature to meet on this continent met in Jamestown, and one of its acts required the colonists to fit their children and those of the native Indians for admission to the college. In fact one of the principal purposes of the college was to aid in Christianizing the natives.

The little settlement with its new-founded seat of learning prospered until the fatal uprising of the Indians and the terrible massacre which completely wiped out town and college. Neither was ever rebuilt.

Notes of New Books

A new volume has been added to the Minute Boy Series, which is being written by Edward Stratemeyer and James Otis. The present volume is *THE MINUTE BOYS OF THE WYOMING VALLEY*, and comes from the pen of Mr. Otis. At the beginning of the Revolution the little town of Wilkesbarre had been completely drained of fighting men, so that when an attack from Brant and his warriors became imminent, the defenceless situation of the inhabitants was desperate. The lads of the neighborhood had been fired with enthusiasm by the actions of the Minute Boys of the Green Mountains, and similar organizations. So it was that the idea which first came to Jonathan Ogden, a lad of sixteen, led to the formation of his friends into a company for the purpose of defending their homes. The company numbered but twenty odd, and had but little knowledge of drill and tactics, and such matters, they were strong, brave fellows filled with the purpose of doing their utmost for the furtherance of the cause and the saving of their families from Indian massacre or captivity.

Mr. Otis, with his usual skill, tells the story of this brave little band, and we follow with keenest interest Jonathan and his companions thru a series of adventures which will make the boy of to-day wish that he had such an opportunity to serve his country and show his prowess. (Dana Estes & Co., Boston.)

This year it is *THE GOLLIWOGG'S DESERT ISLAND* which Florence and Bertha Upton have prepared for the Golliwogg's host of admirers. It is Robinson Crusoe over again: Golliwogg separated by shipwreck from the rest of the party lands on a desert island and makes himself at home, later he finds his good man Monday—it is quite some time since Friday—and lives in true Crusoe style; finally after Midget has been rescued from cannibals, the rest arrive safe and sound, and all is happy once more. (Longmans, Green & Co., New York.)

One of the most varied books of verse which has been published lately is John L. Shroy's *BE A GOOD BOY; GOOD-BYE, AND OTHER BACK HOME POEMS*. It is filled with verse reminiscent of country school days, humorous verse, verse which has sprung from an evident and true love of nature, and verse that turns for its inspiration to an optimistic philosophy of life. For the purpose of quotation we might take those stanzas from "Mid-August."

"Green in the valley and blue on the hill,
And brown in the fields near by.
A quiver of heat when the wind is still
A Bob-White whistle strong and shrill,
And a distant sweet reply.

* * *

"The glorious blue of the summer sky
Is changed to a hazy gray,
And a lovely white cloud goes a-floating by,
And Mother Breeze nods with half-closed eye,
While her children, the zephyrs, play."

The volume is illustrated with some very attractive photographs. Many of the poems originally appeared in periodicals—*THE SCHOOL JOURNAL*, *Saturday Evening Post*, and others. (J. B. Lippincott Co., Philadelphia.)

As a Christmas or New Year's gift the *LONGFELLOW CALENDAR*, which has been arranged and edited by Anna Harris Smith, will be found most acceptable. It is a dainty little volume of quotations for each day in the year, carefully selected. The format of the book is good, the composition and electrotype plates being the work of the Merrymount Press. A splendid portrait of the poet reproduced in photogravure forms the frontispiece. (Thomas Y. Crowell & Co., New York.)

The appeal which old toys make to each of us may be strange, but it is very real, and to children a story that has for its characters some deserted dolls is sure to be irresistible. In *RACKETTY-PACKETTY HOUSE*, Mrs. Frances Hodgson Burnett has told, in her most delightful manner, of a doll family that lived in an old doll house; a house that in its day—that is when grandma was a little girl—had been an elegant residence, but which at the time of the story had fallen into a state of dilapidation, and was completely overshadowed by the new and stately "Tidysire Castle" that had been brought to Cynthia on her birthday. The dolls, like the true gentle folk they are, retain their good breeding in the face of all reverses, notwithstanding the greater splendor of their neighbors, who are distinctly *nouveau riche*. The little volume with its dainty illustrations in color will make many a child happy on Christmas morning. (The Century Co., New York.)

From the inside of the cover with its procession of grinning rabbits, to the inside of the last cover with its similar procession, E. Warde Blaisdell keeps us laughing at the absurdities of his *ANIMAL SERIALS*. The first series of pictures tells

us "the old, old story" of Mr. J. Rabbitt's experiences with his stenographer. The second series depicts in pathetic style the shattered hopes of an animal artist. In the third series we are shown how serious are the mistakes of an apothecary who gave anti-fat to the one to whom he should have given anti-lean, and *vice versa*,—and so the nonsense continues thru the whole book. For anybody who has the "blues," or anybody with the least sense of humor, this book is sure to be a joy forever. (T. Y. Crowell & Co., New York.)

THE PUNCH AND JUDY BOOK, by Helen Hay Whitney, is the delightful old story told again in verse with some variations. The verse runs smoothly along and is delightfully illustrated by capital pictures in color by Charlotte Harding. A companion volume to the *Punch and Judy Book* is "Mother Goose; Her Book," with pictures by Harry L. Smith. The nursery rhymes have all their old delight, which in this case is enhanced by the illustrations and the pictorial initials. (Duffield & Co., New York.)

THE GOOD FAIRY AND THE BUNNIES, by Allen Ayrault Green, is one of those delightful books that take us all thru the realms of fairyland—Good Animal Land, Candy Land, Santa Claus Land, and the rest. Some bunnies that lived in the Great Forest with their mother, after their father had run away, were changed by the Fairy Queen into fairy subjects. They have the most wonderful adventures in visiting the provinces of their sovereign's realm—coasting in Ice Cream Land and the like. Finally the bunnies return to the Great Forest to teach the other animals that live there to be good, so that some day they too may come to Good Animal Land. This is one of the books in which the pictures count for almost as much as the text, and they have been charmingly done in colors by Frederick Richardson. (A. C. McClurg & Co., Chicago.)

THE STORY OF POCAHONTAS AND CAPTAIN JOHN SMITH, as presented by Mr. E. Boyd Smith, is really a series of historical tableaux in beautiful illustration, showing the various adventures in the life of the great captain, and the history of Pocahontas, first in her native woods and later in England. Mr. Smith has prepared admirable text to accompany the pictures, admirable both in historical correctness and in readableness. The book will prove a valuable addition to any child's library. (Houghton, Mifflin & Co., New York. \$2.50 net.)

"A man who restricts himself to one reading of a good book knows little about it. The books I value I have frequently read more than ten times; indeed, in some cases I could not possibly say how many times. One does not really know a book until one knows it almost by heart." This sentiment will strike a responsive chord in the heart of every true reader. It is taken from George Brandes' *ON READING; AN ESSAY*. The monograph is reprinted from *The International Quarterly* and is marked by the clear insight which is always present in Mr. Brandes' critical work. This characteristic is marked in the following quotation which is closing paragraph of the essay:

"A whole world can open out for us in a single book. We may become acquainted thru it with some parts of human nature, wherein we shall not only recognize ourselves,—changeable and rich in alterations and transformations,—but find also the unchangeable being and eternal laws of Nature. Lastly, if we read attentively, we have the power to add to our moral stature, in so far as we vividly feel those things which ought to be done or left undone." (Duffield & Co., New York. 75 cents net.)

If you feel too tired for work or pleasure, take Hood's Sarsaparilla—it cures that tired feeling.

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

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ELIZABETH, N. J.

NEW YORK

16 Jefferson Avenue

11-15 E. 31st Street

THE SCHOOL JOURNAL is entered as second-class matter at the Elizabeth, N. J., post office.

The Educational Outlook.

Legislation in California.

The school superintendents of California, at their recent convention in San Diego, recommended that the following be made subjects of legislative enactment:

"That the child labor law include places of amusement among occupations prohibited, during school hours, to children under fourteen.

"That no child under fourteen be admitted to play-houses unless accompanied by an adult.

"That children may be committed to a parental school by city or county superintendents in conjunction with parents or the judge of a juvenile court.

"That counties be authorized to maintain parental schools under direction of superintendent or superior judges.

"That a truant may be apprehended by any peace officer or school official.

"That attendance officers shall have authority to enter places of employment to make investigation of violations of child labor and compulsory education laws.

"That school authorities be relieved from enforcing vaccination law.

"That teachers be paid an annual salary.

"That certificates issued by county boards shall be subject to uniform fees.

"That primary, grammar, and high evening schools shall be recognized as a part of the State school system; also kindergartens.

"That the State school fund shall be increased from \$7 to \$9 per census child.

"That the law make clear the intended meaning of attendance on night school.

"That boards of education shall elect teachers on or before the last day of the school term and if no election is held, then all teachers shall be considered re-employed for the ensuing year.

"That boards of education, boards of trustees, and high school boards be permitted to expend district or city funds for transportation of children."

A lively discussion which, however, led to no definite action, was provoked by a resolution offered by Superintendent Roncovieri, favoring the segregation of Chinese, Japanese, and Korean children.

Mothers' Club in Nashville.

The pride which Nashville, Tenn., takes in its educational institutions was evident in the mothers' meeting held a short time ago in the Howard School of that city. The musical portion of the program was furnished by Miss Camp and six pupils of the eighth grade.

Prin. J. H. Patterson stated that the object of the meeting was to secure more active co-operation between the school authorities and the patrons of the school. For this purpose he wished the mothers to form a club which would give force and direction to this co-operation. The Board of Education was, he said, spending thousands of dollars for the improvement of the schools, and had under consideration at present plans for enclosing the school grounds, and of installing furnace heat. He urged that if such a club were formed it take charge of the work of beautifying the campus with plants and shrubbery.

Colonel Baxter Smith added weight to the appeal of Professor Patterson by his address on the influence of beauty in education. Colonel Smith spoke eloquently of the honor which her schools had brought to Nashville, and the duty that rested upon the citizens to support the schools.

Dr. Lofton urged upon the mothers a wiser love for their children; a love that has the highest good of the child constantly before it, a love that will not

shield it from hard work, as something to be avoided, but will encourage it to be constantly putting forth greater efforts; a love that will correct mistakes even at the cost of self-suffering.

Miss Wood and other members of the Centennial Club then led a round table discussion which was enthusiastic and interesting.

Schools of Greater Pittsburg.

In speaking of the necessary and advisable changes in the school system which the formation of Greater Pittsburg will bring up for decision, D. L. Gillespie, president of the Central Board of Education, says:

"I would be in favor of having the schools of Greater Pittsburg placed under the management of a few men appointed by the courts. The school business should be taken entirely out of politics and I know of no better way of doing it than to have the courts appoint, say seven, nine, or eleven men to manage the entire school system of the city. Certainly the system should be different from what it is now. These men should be the best there are to be found in the city. I would be in favor of paying them a compensation sufficient to enable them to give the schools their time and attention. They should receive salaries of about \$5,000 for their services. Three of the men should be educators and they should be given the responsibility of employing the teachers. Three should be business men and the president should be a business man. Then the rest should be men of good, practical sense and one should be an engineer whose duty will be to look after the buildings."

Nationalization of Mexican Schools.

The Mexican Government has planned an educational congress which will consider the nationalization of the school system. At present each State has charge of its own schools and lack of uniformity exists in the standard maintained.

Owing to the difference in the wealth of the various States, there is a corresponding difference in the excellence of the schools. It is thought that federal control would produce more satisfactory results.

Schools Undergoing Change.

A correspondent of the *Altoona Tribune*, writing apropos of a lecture by Dr. T. M. Balliet, has the following to say with regard to the educational problem which confronts the nation:

"Our whole educational system is just now in the midst of a period of transformation, of change, of adaptation to new conditions to which this country and its people are strangers and which require to be studied with great care by the teachers, boards of education, and the people at large. * * *

"Nor can we pattern our schools after those of our European friends; the German industrial schools come nearest to where we might borrow, but even there we can make use of ideas only, while the working out of these ideas must be according to our peculiar needs and social conditions. The social and political foundation upon which our educational systems stand is radically different from other countries."

New York Teachers' Association.

The preliminary announcements and program of the New York State Teachers' Association, which will meet in Syracuse on December 26, 27, 28, and 29, include the following:

On the first evening of the convention Commander Robert E. Peary will tell the members of his last trip to the Arctic.

The morning of Thursday, December 27, will be devoted to a round table discussion led by State Commissioner Andrew S. Draper, and Dr. William McAndrew will discuss the report of the salaries committee on the Increased Cost of Living.

The work which Charles S. Hartwell has done to secure in high schools promotion by subject, will give special interest to his discussion of the subject, "Promotion by Subject and Elastic Grading: Courses Shortened."

"Industrial Continuation Schools for Boys and Girls from Fourteen to Sixteen Years of Age" is the topic which Prof. Paul H. Hanus, of Harvard University, has chosen to present to the Association.

Scientific Temperance Instruction.

Reports of the National Bureau of the Scientific Investigation and Department of Scientific Temperance Instruction, and of the World Department of Scientific Temperance Instruction of the Woman's Christian Temperance Union have been issued in pamphlet form.

The following paragraph has been selected for quotation from the former:

"These, then, are the underlying objects of public school temperance education: (1) To save the individual through his own conscious choice in applying the truths he early learns about the laws of health and the nature and effects of alcoholic drinks and other narcotics; (2) To preserve the nation, the prosperity and integrity of which are menaced by the use of alcohol by its people; (3) to make permanent the fruit of all temperance efforts."

From the latter the following is of general interest:

"Sweden has a temperance education law, and reports that good headway is being made. Courses of well attended lectures for teachers have been given in different centers. The Temperance Association of High School and College Students, started ten years ago, has now a membership of nearly 10,000, while one student in every eight at Upsala University is a total abstainer."

These reports were prepared by Cora Frances Stoddard, the acting secretary of the organization.

To Spread Patriotism.

The Arlington Flag Association, of Arlington, N. J., feeling the desirability of impressing upon the children in our schools the honor which they have in bearing the title American, and what constitutes that right, have prepared a slip containing words of the late Secretary of State, John Hay, which clearly set forth our right to the title. It is hoped that children will paste the slip in their scrap books, or if permitted by the school authorities, in the front of their text-books, where it may be frequently seen. This is the quotation:

THE TITLE AMERICAN.

"There are two conclusive reasons why the name American belongs peculiarly to us: The United States was the first American nationality. Until 1776 along the whole hemisphere 'Colonial' was the one distinctive title. There was no conception of 'American' until the Thirteen Colonies declared themselves an independent nation and assumed the title The United States of America. Thereupon America began as a distinct existence in modern civilization. Then began a set of ideas in several public directions. A novel view of every

human being as sovereign in himself was one of these ideas. The right of any people not only to choose their style of government, but to govern themselves was an American notion. A thoro trust in the people was another. The right of each child to an elementary education first became an accepted creed here. The fullest religious liberty, tho not new in theory, was here first embodied on a large scale. These were some of the political and social features of the new nation, America. They were distinctively characteristic of a new people no longer colonial, but belonging to the new continent. There was, therefore, no question abroad of the right of these people to call themselves Americans."

Prof. Strobel.

It was announced yesterday afternoon that Edward H. Strobel, Bemis professor of international law at Harvard, who for the last three years has been absent on leave as legal and diplomatic adviser to the King of Siam, has resigned his professorship, and will return to his post in Siam for a service understood to have been set at several years.

Mr. Strobel's departure is a matter of regret, not only to the University, but to the community. Before entering the Harvard faculty he had represented this country as charge d'affaires in Spain, and as our minister to Ecuador, and later to Chili, where he succeeded the conspicuous Patrick Egan, and restored pacific relations between the two governments.

The late Secretary Hay counselled the Siamese Government to select Mr. Strobel in 1903 for the office of general adviser to his Siamese majesty, and President Eliot, with characteristic largeness of view, encouraged acceptance, seeing that, tho the college would lose a valued professor, the nation would be the gainer by having a representative of our thought and policy in the Far East.

No adequate account of Mr. Strobel's accomplishments in Siam has been given to the public except thru letters to the English press. He has checked, for the time being, at least, the encroachment of France on Siamese territory, gently compelling the evacuation of French troops from a part of Siam. He has introduced internal reforms, among them the suppression of gambling houses, altho these furnished a part of the royal revenue, and has installed a remunerative system of harbor management.

A Southerner by birth—the first South Carolinian to attend Harvard after the war for the Union—Professor Strobel has been an interesting figure, who will be missed from Cambridge and Boston. When thru with Siam he will still be far from old age, and perhaps may turn his steps back to the State and college of his adoption.—*Boston Morning Herald*.

Teachers Needed in Jersey.

In his annual report just submitted to Governor Stokes, Dr. James M. Green, principal of the State Normal School of New Jersey, after speaking of the need of higher salaries for teachers, and the constantly increasing demand for teachers, says:

"Four years of primary, four years of high school, and two years of normal school costs energy and money, and unless there is a reasonably adequate return forthcoming capital will not seek this kind of investment. The times are prosperous, and there appears to be ready employment for all the men and most of the women seeking it in the various business and industrial enterprises of the country. At one time within the last fifteen years there were eighty men students in the normal school. There are now about ten. If you ask the usual young man why he does not take up teaching he will answer because he can do better in other lines of

employment. While the same answer is not so frequently received from young women, still the cost of the course in proportion to the return is a factor with them."

Speaking of teachers' college courses Dr. Green says: "I have from time to time in the past called attention to the advisability of fully developing a teachers' college course. I am more and more impressed each year with the desirability of the establishment of such a course. We have for a number of years had a fourth year course, which brings those who take it within one year of the equivalent of a teachers' college course, but there are very few who take this advanced year. I believe that the reason of this is that it does not clearly lead to a certification which has a definite and practical recognition for high school teaching. If we could work out and establish such a course as would prepare in a recognized way for teaching in the high schools of our State, such a way as would command the respect and support of the different superintendents and employing officers, it would not only prove a great advantage to those of our State who wish to teach in high schools, but would prove an inspiration to the entire educational system."

the largest school in South America, a position which she undertook two years after her arrival in Argentina.

"When I became principal the scholars numbered 230," said Mrs. Bischoff. "When I resigned, there were 800 girls in the school and the children of my first pupils were starting in the kindergarten."

"The standard of education is just as high as that in the United States. The Argentine girl is very ambitious and very studious, excelling in languages and history. Science and mathematics, however, come hard to these South American girls."

"The women of Argentina are very intellectual and progressive. The federation of clubs meets once a week, and I have often been surprised at the merit of the papers read at its sessions and the advanced thought displayed in them."

"There are two women physicians, who won their diplomas fifteen years ago. Other women are taking the course in medicine at the University. Law, especially, is now attracting many women in the Argentine Republic."

"Teaching, however, is the profession which offers most to the ambitious woman of Argentina."

"We have introduced gymnastics into the schools and have tried to develop



National Normal School, at Rosario, Argentine Republic, of which Mrs. Bischoff was principal.

Mrs. Bischoff on Argentina.

Mrs. George I. Bischoff has given a most entertaining account of the educational progress of the Argentine Republic, whence she has returned after over twenty years of work. She traces the great advance of the schools in that country to the time when Domingo Faustine Sarmiento was in the United States as secretary of the embassy from the Argentine. A man of great intellectual acuteness and broadness of vision, he became deeply interested in our system of public instruction and was impressed with the important part it was playing in our national development.

An opportunity soon arose for him to make effective this impression; before his return to his native land he was elected its president and immediately went back to take up the responsibilities to which he had been called. Among other reforms which he instituted was that of establishing a great and modern educational system, from which he gained his title of the "Schoolmaster President."

In the late seventies the president secured ten teachers from the United States to organize the first Normal schools; several of these became discouraged almost immediately and returned home.

Mrs. Bischoff was a member of a second set of teachers who went to Argentina in 1883. There were thirty teachers who answered to this call and signed contracts to stay for three years, receiving the promise of a life pension if they remained for twenty years. Few expected to earn this pension, but at least six have done so.

At the time of her resignation, Mrs. Bischoff was principal of the Normal School in Rosario, in Santa Fé province,

a fondness for tennis among the girls. So far such attempts have not met with success. The Argentinian is not fond of athletic sports and games.

Judge Lindsey's Triumph in Denver.

"You hear in Denver that the trouble with Ben Lindsey is that he 'butts into everything,'" writes Lincoln Steffens, in the December *McClure's*. And he goes on to show why it is that the "just Judge" has to "butt in"; has to antagonize the political machine and the business interests back of the machine in order to solve the problems of the children. He tells how the Judge visited back alleys at night, hung around cheap theaters, and visited the tenderloin and the slums in order to get at the causes of criminality in children. Judge Lindsey found, among other things, that Denver saloons had wine-rooms, and that not only boys, but girls, were allowed in them and ruined. He tried to get the Police Board to enforce the law that forbade these places to women; and he discovered then that he was "up against" the wealthy brewing interests of Denver and was "spoiling Business."

The account of the Judge's fight against the wine-rooms; of the heroic measures he took to provide a detention school for his child criminals; the remarkable scene in which his "bad" children voluntarily came and testified before a municipal conference, called to consider their case; and the stirring victory by which the Judge was re-elected in defiance of the powers of graft, are told in a remarkably graphic, incisive way and complete Mr. Steffen's sympathetic and vigorous portraiture of one of the live figures in our public affairs.

In and About New York City.

Dr. Leipziger Speaks.

The lecture delivered by Dr. Henry M. Leipziger, Supervisor of Lectures of the New York Board of Education, before the League for Political Education, on December 8, presented in its broadest view the modern conception of education. Dr. Leipziger's subject was "The School for All the People."

Opening with the statement that "whatever we would put into our national life we must put into our schools," had become an educational axiom, he proceeded to show how New York City is applying this principle thru its school system.

The following are extracts from Dr. Leipziger's speech:

"The school-house must become not alone a place for the instruction of children, but a place of resort for the adolescents and a place of culture for

a plant was not justified; and with the appreciation of the additional problems of education, additional uses to which the school-house shall be put were devised. Among the most notable of these was the establishment, about five years ago, of vacation schools.

"This thought has led to the use of many school-houses as play centers and recreation centers, where refined games, gymnastics, literary, and musical clubs, etc., are encouraged—where civics is practically taught and where refined and cultured intercourse is made possible. Our city has included in its conception of the school a provision for adult education. Its underlying principle is that education must be unending. The city's prosperity and growth depend upon the intelligence of its citizens, and the adult who from necessity has remained a child in education needs continuous instruction.

"The public lecture system of New

increasingly come to appreciate the dignity of the teacher and the nobility of the material with which the teacher deals.

"The use of the school-house for a variety of purposes has also made demands for changes in school architecture in our best modern school buildings. There has been added a fine auditorium with comfortable seats for adults, gymnasias that can be used not alone for the physical development of children during the day, but for recreation purposes in the evening, and it has resulted in the greater care and decoration of the school buildings, both externally and internally.

"The public school must be the center of education not only for child life, but for adult life. This is just as necessary in a village school as in the city. The principal of an elementary school must be a man not alone fitted to cope with the pedagogical duties of his task, but with the social characteristics of the neighborhood. The physical defects of the children in the school should be attended to by the school physician; the Creche and Day Nursery should be generally adopted; the delinquent should be made the subject of home inquiry; and co-operation in the attainment of employment should be effected thru the medium of the school.

"Particularly in the poorer quarters should the school become a true social and recreative center, open every day of the week, including Sunday, and the head of such a school should be the real social leader of the neighborhood. Why should settlements be necessary except as pace-makers? Why should not the school-house represent all that is best in the social settlement? Every man and woman engaged in the work of the education of the public should be fired with the spirit which animates the true settlement worker. All that is best in the philanthropic spirit of our time should become eventually incorporated in our public school system."

The large audience which listened to Dr. Leipziger frequently expressed by applause its appreciation of the truth of his words and approval of the work for which the speaker has done and is doing so much.

Celebration of Christmas.

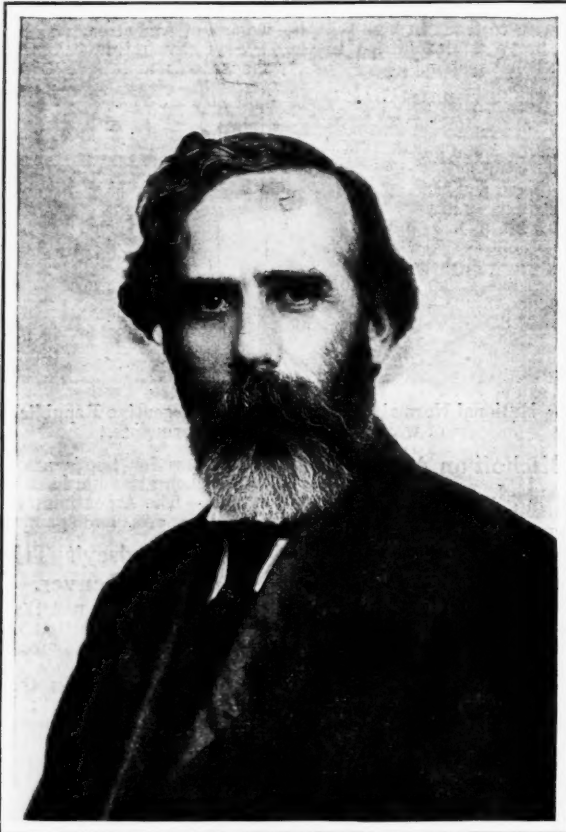
Mr. Abraham Stern, chairman of the Elementary School Committee of the New York Board of Education, speaking of the protest made by the Union of Orthodox Hebrew Congregations against any form of Christmas observances in the public schools of the city, said:

"Those behind this protest have started an agitation which will do no good. For a year they have been at us to issue an order prohibiting Christmas observances in the schools, but we have refused and will continue to refuse. I feel certain that these agitators have not the support of the more intelligent Jews of this city.

"There is nothing harmful in these Christmas observances. All the principals have been instructed to keep sectarian views out of them. They are, however, allowed to draw lessons of morality, provided they do this without using sectarian doctrines. As for the singing and compositions, there is nothing harmful in them."

Assistants in High Schools.

The High School Teachers' Association of New York City has presented to the Board of Superintendents a statement with regard to the position of assistant teachers. The following is a portion of this statement:



From "Harper's Weekly." Copyright, 1906, by Harper & Brothers.

Dr. Henry M. Leipziger.

[Founder and Promoter of the Greatest People's University in the World.]

men and women. Each school-house, wherever situated, should become the center for educational and recreational, as well as instructional purposes. What better place is there for the education of the social side of the human being than the school-house?

"Within the last fifteen years, the attention of the people has been drawn to the fact that the school-house is a plant costing a large amount of money, but was occupied for only five hours of the day, five days a week, forty weeks of the year. Is any industrial plant used to so limited extent? With the constantly increasing population and with the inadequate places for gathering, it seemed as if so limited a use of so costly

York City is a system of education for adults. During the present season 6,000 lectures will be given and the attendance will reach about a million and a half. One of the pleasantest sights that can greet the eye is to see an audience of almost a thousand men who have spent the day in toil, listening eagerly to a lecture on 'Heat as a Mode of Motion,' or 'Electricity,' and questioning with acute inquiries at the close for their own benefit.

"This development in the use of the school-house has necessitated a changed conception of the meaning of the teacher. The first school teacher of this country was a grave digger and bell ringer as well as a teacher. We have slowly but

"We favor the abolition of the year's graduate study as a qualification for first assistant teacher, and the promotion from assistant teacher to first assistant teacher, on the basis of their record in the schools, and we believe that every teacher in the high schools whose record measures up to the standard set by the proper authorities should receive the license and appointment as first assistant teacher.

"Thru the operation of the present method of selecting first assistants, the grade of first assistant, originally one of salary, has been transformed into a position restricted to a few teachers. The result has been that only five first assistants have been appointed in the last two years, making in all but one first assistant for every twenty teachers in the high schools. This leaves nineteen-twentieths of the teachers with a maximum salary limited to a sum which, at the present scale of price in New York, is insufficient for the support of their families."

Suit Against Board of Education.

An interesting legal decision against the Board of Education of New York City has just been handed down by the Appellate Division, unanimously confirming a judgment rendered in favor of Miss Emily Newton about a year ago.

The argument of Miss Newton rested upon the fact that in the spring of 1901 she had been assigned to duty as assistant to principal in Public School No. 170, Manhattan, and had performed the duties connected with the position, and was therefore entitled to the salary carried by that position.

The defense offered by the Board was that the appointment was irregular, since it had not received the approval of Superintendent Jasper.

Another interesting phase of the decision is the bearing which it may have upon a suit instituted by Miss McIntosh for similar services rendered during the same period and in the same school. Ira Leo Bamberger, the counsel in both suits, contends that the size of the school entitled it to two assistants to principal.

Needs of Children's Aid Society.

The Children's Aid Society, of New York, in its fifty-fourth annual report, mentions the following as among the most urgent of its needs:

"We are more and more convinced of the need of a new industrial day school for the children of the Italian immigrants who crowd into 'Little Italy' in the Harlem district. The land and building together will cost about \$100,000. Many of the little ones in our Italian school do not have enough to eat because of the destitution among the newcomers, or because of the sickness of the wage-earner. We need a committee of women to undertake this practical charity.

"Our success in rescuing and training street boys for home life in the country is so well established that little boys are continually being brought to us to be sent temporarily to our farm school. It is much overcrowded and we need \$7,500 for a new cottage to accommodate thirty boys. We shall be glad to name it as a memorial."

Burns Case Decided.

The action brought against the Board of Education of New York City by

W. R. Whitehead, M.D., of Denver, Col., tells us that he used antikamnia tablets, for years, and with the most satisfactory results, in cases of neuralgic headache, associated or not with disordered menstruation. He prescribes two tablets every two or three hours for adults.

—The Chicago Medical Clinic.

Elizabeth A. Burns has been decided by Justice Spencer in favor of the plaintiff.

Miss Burns was appointed a teacher under a fifth-grade license dated February 12, 1870, and the following year obtained a license qualifying her for any position as teacher or supervisor in any school. After teaching for a short time in Public School No. 14, Miss Burns was appointed clerk or general assistant, and continued in that position until 1880, when she was once more assigned to class-room duty.

In 1899 she was assigned as assistant principal; the following year the Davis law raised the salary of this position from \$1,240 to \$1,600. The Board refused to pay the advance to Miss Burns, claiming that she was a clerk and had never been appointed assistant principal.

Cross-Country Running.

The cross-country runs which have been held this autumn by the boys of the New York public schools, will culminate on the afternoon of Saturday, December 22, in a championship race. The parade ground of Prospect Park, Brooklyn, has been chosen as the place of meeting, and the event will be run off under the auspices of the Public Schools Athletic League.

While the boys were, most of them, green at the beginning of the fall, they have been coached by such expert distance runners as John J. Daly, Melvin Sheppard, R. W. Kennedy, and W. G. Frank, and will doubtless make a creditable showing when put to the test. The High School of Commerce and DeWitt Clinton are both expected to take prominent places in the contest; the former, from the high average of its representatives, and the latter from one or two star runners on its team.

Schoolboys are also much interested in the novice events to be held in the Forty-seventh Regiment Armory, on December 15. The contestants will be divided according to weight into classes weighing under eighty-five pounds, under ninety-five pounds, under 115, and a class without weight limit.

Walker License Suit.

A rather unusual suit has been brought against Superintendent Maxwell by Miss Emma Walker, to secure the placing of her name on the eligible-for-promotion list.

Some thirty years ago Miss Walker held a license, one condition of which was that it was invalid if the teacher did not teach for two years. In addition she held a Grade B license.

Miss Walker was not connected with the New York school system from 1881-1899, nor has she taken promotional examinations since her return; but she claims that the licenses which she holds entitle her to a place on the list for promotion.

The Board of Education contends that a legal claim to a position on the list does not exist in this case. When the case first came up Miss Walker was permitted to get a peremptory writ by default, Justice Garretson has, however, consented to the request of Assistant Corporation Counsel O'Brien to reopen the case, and has under consideration the terms of such a reopening.

The next regular meeting of the New York Educational Council will be held in the Hall of the Board of Education, Fifty-ninth Street and Park Avenue, at 10:30 A. M., December 15. The topic for consideration will be "Methods of Inspiring, in Pupils, the Reading of Good Literature." The discussion will be opened by Prin. C. E. Morse, East Orange, N. J. Prof. R. S. Keyser, Jamaica, N. Y., and Supt. S. R. Shear, Kingston, N. Y. A general discussion will follow.

Mr. Frank L. Johnson, who is to succeed Mr. Sprudle as principal of the Brooklyn Truant School, will not enter upon his duties until the first of the year. Henry E. Cotton has, therefore, been appointed to take charge of the work until that time.

As a means of facilitating the work of the visiting English teachers in examining the schools of New York City, the Reception Committee has prepared a booklet outlining the school system, organization, and administration.

The accompanying list of schools has been given as typifying various features of interest in the work of the New York schools.

TRAINING SCHOOLS.

New York Training School for Teachers, Brooklyn Training School for Teachers, and Jamaica Training School for Teachers.

HIGH SCHOOLS.

MANHATTAN—DeWitt Clinton, High School of Commerce, Stuyvesant High School and annex, Wadleigh High School, and annex, Washington Irving High School and three annexes.

BRONX—Morris High School and annex.

BROOKLYN—Girls' High School, Boys' High School and annex, Erasmus Hall, Manual Training, Commercial, Eastern District and two annexes.

QUEENS—Bryant, Newton, Flushing, Far Rockaway, Jamaica, and Richmond Hill.

RICHMOND—Curtis High School.

ELEMENTARY SCHOOLS.

MANHATTAN—Nos. 186, 184, 21, 158, 37, 62, 2, 188, 165, 170, and 122.

BROOKLYN—Nos. 3, 106, 7, 147, 146, 137, 47, 86, and 74.

BRONX—Nos. 10, 30, and 33.

EVENING HIGH SCHOOLS.

Harlem, Morris, Brooklyn, Brooklyn Trade, and East Side for Women.

EVENING ELEMENTARY SCHOOLS.

Nos. 96, 2, 42, 67, 32, 15, 18, and 142.

RECREATION CENTERS.

Nos. 188, 172, 159, 137, 171, 37, 146, and 141.

A Purpose in Life.

Superintendent Shearer, of Elizabeth, N. J., in making an address at the Thanksgiving exercises of the Elizabeth High School, conducted under the auspices of the Beta Sigma Society, said to the pupils:

"Be thankful that the world lies before you to conquer. There is a place for each of you. Find it and fill it. Have a purpose in life. This is the eternal condition of success. A life without a purpose is like a ship without a rudder, which drifts aimlessly and will be driven upon the rocks by the first unfriendly wind. A large proportion of the failures in life are the result of not seeing clearly the end to be reached. You should have a purpose for every day in the week, and for every year until you can definitely fix upon the purpose which is to mold your life."

A Bad Stomach

Lessens the usefulness and mars the happiness of life.

It's a weak stomach, a stomach that can not properly perform its functions.

Among its symptoms are distress after eating, nausea between meals, heartburn, belching, vomiting, flatulence and nervous headache.

Hood's Sarsaparilla

Cures a bad stomach, indigestion and dyspepsia, and the cure is permanent.

Accept no substitute.

Here and There.

Carrick, Pa., has dedicated a new \$30,000 brick school building which will be known as the Concord School. Addresses were made by County Supt. Samuel Hamilton and the Rev. F. S. Brenneman, and a flag presented by J. Carney, on behalf of the Junior Order of United American Mechanics.

Mrs. Hannah G. Soloman, who has recently become president of the Board of Directors of the Industrial School for Girls at Evanston, Ill., has been prominently known for a number of years in educational and charitable circles. For several years she was at the head of the National Council of Jewish Women. In 1904 she was a member of the International Congress of Women at Berlin, and in the same year she was a Democratic nominee for trustee of the Illinois State University.

The following officers have been elected at the recent meeting of the Teachers' Association of Ontario County, New York, which was held in Canandaigua: President, James Winne, superintendent of Canandaigua schools; vice-president, L. W. Herrick, of Clifton Springs; secretary, William M. Fort, of Phelps; treasurer, Miss Mary Rigney, of West Bloomfield. The principals of the union and graded schools of the Association were designated as an executive committee.

Lafayette College, Easton, Pa., has received word of the death of Dr. A. A. Bloombergh, at Vevy Vaud, Switzerland. Dr. Bloombergh had been connected with the department of modern languages at Lafayette since 1867, and was made emeritus professor in 1905. He was in his seventy-second year at the time of his death.

Articles of incorporation have recently been filed with the county clerk of Hudson County, N. J., for the Hebrew Institution of Union. The purpose of the Union is to establish a free school in West Hoboken at Union Hill, where instruction will be given in Jewish history and religion. The trustees are Jacob Harwitz, Frank Slossberg, and Sol Litaure.

The vacancy caused by the resignation of Dr. J. R. Turner from the presidency of Owenton College, has been filled by the appointment of Dr. J. H. McCoy.

Carbool, Mo., has reason to be proud of the improvement of its school. When the authorities learned that Prof. W. H. Lynch, who before he left teaching to enter active business had been widely known as a successful educator, was contemplating re-entering his old profession, and that his services could be secured, they undertook the erection of a new building which should furnish Professor Lynch with suitable means for carrying on his work. The result is a modern, well equipped school, furnished with the most useful helps and appliances for educational work. The building is an eighty by sixty-foot structure, built of concrete blocks, two stories in height, heated thruout by steam. It can accommodate five hundred pupils, which is nearly two hundred more than the present registration.

Assistant Corporation Counsel Stephen O'Brien has been assigned to take charge of the suits brought against the New York Board of Education. The amount of litigation in which the Board is involved has increased so greatly that it has been deemed advisable to place all these cases in charge of one man. It is hoped that by this plan speedier and more effective service will be secured for the work.

Prin. Erastus E. Potter, of the school at Port Oram, N. J., was tendered a reception by his former pupils in honor of the thirty-fifth anniversary of his connection with the school. Nearly two hundred persons were present and answered to the call of the roll. Many of those who could not be there had sent letters which were read at the proper place in the roll call. Mr. Potter was presented with a handsome chair as a token of the esteem in which his former boys and girls hold him.

The terms of the following members of the Board of Education of Hoboken, N. J., expire January 1, 1907: George Lankering, John J. O'Neill, Cornelius Ford, and Richard Butler. The reappointment of Mr. Lankering is considered probable.

A well merited tribute to the long and conspicuous services of John J. Stevenson, professor of geology in New York University, was paid at the annual dinner of the Alumni Association of that institution, held on December 7, at the Hotel Astor, New York City. Prof. Stevenson has been connected with the University for thirty-five years.

Dallas Pupils' Eyes.

In reply to criticisms of the methods employed in the examination of pupils' eyes in the public schools of Dallas, Texas, the members of the medical committee have, thru their chairman, Dr. J. O. McReynolds, given out certificates signed by the principals of the different schools, showing conclusively that every precaution was taken to prevent the spread of contagion.

The subjoined is a copy of one of the certificates:

"TO WHOM IT MAY CONCERN: This is to certify that from my personal knowledge, the medical examiner, Dr. Dero E. Seay, for Oak Grove School, thoroughly washed and disinfected his hands immediately after the examination of every known or suspected case of contagious disease of the eye.

"MISS EMMA HALLEY,
"Principal Oak Grove School."

Notes from Spokane.

In the selection of Graham B. Dennis, of Spokane, to the presidency of the Pacific Northwest Development League, fitting recognition was given by representative business and professional men of Washington, Idaho, Oregon, and Montana, to a man who has been identified with educational affairs in the Northwest since 1885, when he left Dayton, O. Mr. Dennis has been in the forefront in developing the resources of the Spokane district, but the work of which he is most proud is that while a member of the Spokane city council and chairman of the building committee of its School Board, he was successful in carrying out plans for the construction of the high school building in which to-day are nearly 1,400 pupils, and a number of other school buildings. Mr. Dennis was for a number of years trustee, member of the executive committee, and treasurer of Jenkins University, and as chairman of the publicity committee of the Spokane Chamber of Commerce, he has accomplished much in educational, commercial, and industrial lines. He has been the means of attracting millions of eastern capital to Spokane and the Northwest. He is deeply interested in educational affairs, and teachers at all times find in him a friend and wise counsellor.

Dr. G. S. Allison, chairman of the School Board of Spokane, and other members of that body have given out statements that the truancy law, compelling children between the ages of seven and fifteen years to attend school,

should be enforced only with the utmost discretion as to circumstances, adding that the truant officer should use prudence in carrying out its provisions. The law says attendance six full months of the year is compulsory, and that failure means a fine of \$25.

Mons. F. C. Cournot, professor of French in the Spokane High School, has come into part of a rich estate in France and has resigned his position to engage in horticulture on his magnificent fruit farm on Moran Prairie, where he will make his home.

Marvels of London's Elementary Schools.

TWENTY CIRCLES OF SCHOLARS ROUND LONDON.

One would scarcely go to the pages of a London County Council report for entertaining reading; but for those who revel in staggering figures there is a liberal fund of enjoyment in the recently-issued Report of the Education Committee of the Council for the year ending Lady Day, 1905.

Even to the Londoner, seasoned to the marvelous, it is astonishing to learn that there are more children in the elementary schools of the Metropolis than the entire population of any one of thirty English counties; that there is more than one scholar for every man, woman, and child in Liverpool, huge as it is; and that Manchester and Salford together can barely show more people than there are children in these elementary schools alone.

So numerous are they that, with clasped hands, they could make twenty circles round the whole of London that lies within the "four-mile radius," each circle being over twenty-five miles long. Arrange these hundreds of thousands of scholars in one procession, a yard apart, and you will find that while the head of the procession is filing into a London school, the last scholar will be in the neighborhood of Perth—so far away, in fact, that if he were to take an express train he would still be ten hours late for school.

If one wished to build a one-story school large enough to accommodate London's elementary scholars, he would require a site as large as St. James's Park; and even in this leviathan, record-breaking building, there would be little more than half a square yard of accommodation for each pupil.

Every school-day thruout the year, on an average, you will find in these elementary schools more children than there are people in Leeds, Halifax, and Huddersfield combined—many more than a third of the entire population of Wales; yet for every eighty-eight scholars present there will be a dozen absentees. And still they come, these armies of scholars, for, during the year of the report, new schools were built for 12,564 children.

To keep these schools going more money is spent in a year than would replace the annual revenue of Greece, and within half a million of the sum needed to run the Kingdom of Denmark. Turn this year's school-gold into sovereigns, and summon scholars, each strong enough to walk off with a burden of forty-four pounds' weight of gold, and start them in processions at intervals of a yard, you will find that by the time the last juvenile porter is leaving the Bank of England the first will have reached St. Clement Danes Church in the Strand, over a mile away, and in the long line of scholars you will count 2,000.

Place 1,000 children, of assorted sizes, on a suspended platform, and the year's gold spent on elementary education in London will raise them all in the air. Of this gold, it is interesting to note, £3,000,000 (£250,000 a month), comes out of the ratepayers' pockets.

To teach "the young idea" of London, 20,000 teachers, with salaries ranging from £65 to £400, are required—a number sufficient to make a procession, at intervals of a yard, so long that it will take three hours' smart walking to tramp from end to end of it. With their families these teachers are numerous enough to people a fairly large provincial town.

The very pens used in a year by the army of London's elementary scholars are numerous enough to allow one to each man, woman, and child in Scotland and Ireland, and yet leave a liberal reserve. The year's ink supply would outweigh a couple of powerful express locomotives; a hundred strong horses would be necessary to draw it, and 2,000 sturdy men would find it no easy matter to carry it half a mile.

A bottle large enough to hold the year's ink would be twelve feet in diameter, so stout that half-a-dozen Life Guardsmen could barely touch fingers round it; leaving the neck out of consideration, it would rise to a height of over twelve yards (nearly thirty-seven feet), and a score of scholars could find standing-room on its cork.

The copy-books used annually in these schools would form a carpet for nearly half of St. James's Park; all the people in Liverpool, Manchester, and Leeds could find standing-room on them; while placed end to end they would form a pathway across England and Scotland. Such are a few of the marvels of a year's elementary schooling in London.

Recent Deaths.

Mr. A. Newton Ebaugh died on Sunday, November 25. Mr. Ebaugh had been connected for the last five years with the department of Mathematics in the Manual Training High School, Brooklyn. He was a native of Maryland, and previous to his coming to Brooklyn had been vice-principal of the City College of Baltimore. At the general assembly of the school on the following Tuesday, a brief tribute was paid to the sterling quality of his character. Mr. Ebaugh was in his fifty-first year at the time of his death.

The death of William L. Eaton will be felt as a great loss to the schools of Concord, N. H. Mr. Eaton had for thirty years been principal of the high school, and for many years superintendent of the Concord schools. A Harvard graduate of the class of 1873, Mr. Eaton first taught in Uxbridge, and then in 1875 was appointed principal of the high school at Concord. He was fifty-five years old at the time of his death.

Mr. Ambrose L. Thomas, of the advertising firm of Lord & Thomas, died in Chicago on November 10. He was born in Thomaston, Maine, on January 10, 1851. Mr. Thomas' lofty ideals and sterling integrity of character had won for himself and for the firm of Lord & Thomas the highest esteem and confidence of all with whom he came in contact, either personally or in a business capacity.

Dr. William P. Kane, who has been president of Wabash College, Crawfordsville, Ind., died at a health resort near Hot Springs, Ark., on November 28. Dr. Kane had been ill all summer, but felt able to undertake his usual work at the opening of college in the autumn. He remained at his post until two weeks before his death, when he asked to be relieved temporarily of his duties, and went immediately to the Ozark Mountains to recuperate. Dr. Kane was about sixty years old and had been president of the college since 1899; previous to his election he had been a very successful minister in the Presbyterian church. His presidency was a period of great prosperity to the college.

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INCORPORATED 1851

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WM. H. SARGENT, Secretary

December 31, 1905

| | | | |
|-----------------------|--------------|------------------------------|-------------|
| ASSETS | \$40,082,953 | SURPLUS | \$3,366,374 |
| LIABILITIES | 36,716,579 | INSURANCE IN FORCE | 195,058,250 |

Since its Organization the Company has Paid to its Policyholders in

| | | | |
|------------------------|--------------|------------------------------|-------------|
| DEATH CLAIMS | \$29,750,572 | ENDOWMENTS MATURED | \$4,947,531 |
|------------------------|--------------|------------------------------|-------------|

DIVIDENDS PAID AND CREDITED, \$13,015,119.88

Policyholders received in Annual Dividends during 1905, \$1,012,177

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Significant and Curious.

In Darkest Armstrong.

SCHOOL DIRECTOR ORR WANTS WAGES REDUCED SO AS TO DRIVE TEACHERS TO KITCHEN WORK.

Unless S. S. Blyholder, ex-president of the Armstrong County School Directors' Association, can name the ward or the school principal alluded to in his address before the meeting of the Association in Kittanning yesterday, people will set him down as a prevaricator. He said that he knew of one principal in Pittsburgh who paid \$50 a year for his position. Another broad-minded and progressive educator said in regard to the dissatisfaction of the teachers at the present meager wages:

"Let them go to work in the kitchen. Then I wouldn't have to employ a foreigner to cook my buckwheat cakes as I do now. I'd have an American girl."

This was Dr. J. G. Orr, of Leechburg. —Pittsburg Leader.

School Principal Elected.

Miss Emma Matlock, a teacher in the Second District Schools, has been elected as principal of the school at Smithwood. She takes the place of William Caldwell, who was recently named as a railway mail clerk, taking a run between this city and Chattanooga. —Knoxville (Tenn.) Sentinel.

A Story of the Wine-Rooms of Denver.

"One Sunday I went to visit one of my probationers, and I found him cursing his mother, vilely, with an amazing command of oaths. Looking about, I saw that it was partly a house of assignation, partly a home for the very poor, and all the children were masters of men's language. Looking further, I saw, ten feet from the door of

this house, the rear entrance to a wine-room—wide open, tho it was Sunday morning. I went to the mistress of the house of assignation, and she, hardened tho she was, told me that this wine-room had supplied more than one bad place with inmates. Only a week before, she said, she saw two girls halt at that wine-room door. One was afraid to go in. The other was urging her, and while they were talking three men came out, seized the reluctant girl, and dragged her in. The next day the woman heard groans and sobs across the way, and she went to see what was the matter. She found the girls in the cellar, naked and drunk."

"My God!" the Judge exclaimed, "where was the policeman all this time?"

"Oh!" she said, "he knew all about it. He was in there, too, drinking with them."—From "Ben. B. Lindsey: The Just Judge," by Lincoln Steffens, in the December McClure's.

The French View of Marriage.

The French, guided by reason as they would say, regard the institution of matrimony as a rational regulation of the fact of sex, as a compromise between the rights of the individual and the rights of society. The man obeys, but under protest; he is willing to sacrifice his liberty so far, but, beyond that point, he regards self-abnegation as fanatical asceticism. Marriage, under French usage, is a partnership, in which such matters as character, tastes, education, birth, and property are to be considered; contracting families scrutinize the proposed bride and groom as if coming up for admittance into a club. They look at our custom of marrying for love with amazement, as we should look at a grocer's cart that started on its rounds at thirty miles an

hour. Our system confines its views to the romantic dreams of youth and regards matrimony rather as a holiday cruise than a voyage for life. We may err in our endeavor to regard men and women as disembodied spirits; and yet we cannot but think that the French err in their resolution to be sensible and regard men and women as animals taken in the toils of society. Our theory may look too far into the future; theirs lingers too far in the brutal past.—H. D. SEDGWICK, in the December Atlantic.

Moki Beauties.

[From Maxwell's Talisman.]

The average Moki woman is, perhaps invariably, not large or obese. Short in stature, plump, and round of form, of pleasing countenance, with beautiful jet-black hair banged at the eyes, when clad in tasteful and colored blanketry, she presents a fair picture indeed to see. The manner of wearing the hair distinguishes the married woman from the virgin. The latter wears her black tresses gracefully done up in a large round coil several inches in diameter over each ear and projecting out from the head somewhat. The effect is delightfully novel, and coupled with the fresh and youthful appearance of the girls makes them special objects of interest. They used to be termed "sidewheelers," from their mode of dressing the hair.

The frontispiece of the December *Open Court* is a reproduction of Raphael's interpretation of Ezekiel's vision, and is directly illustrative of a detail in the opening article on "Theophanies," by Dr. Paul Carus. This is a discussion of the most important instances recorded in the Bible where God has appeared unto man. Other illustrations of this article are from paintings by Doré and Rubens

Stepping Stones

to

Womanly Health

A woman's health is more precious than riches. To keep well and strong, there are special reasons why a woman should take extra care of herself at times when Nature makes unusual demands upon her strength and vitality.

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This wonderful medicine has been a boon to women for over half a century. They dispel lassitude, low spirits, relieve headache and depression, operate the bowels and supply red corpuscles to the blood. Beecham's Pills fortify and beautify; bring back the appetite, improve the digestion, regulate the functions, clear the complexion, brighten the eyes, send the glow of health to the cheeks and

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TERRIBLE SCALY HUMOR IN PATCHES ALL OVER BODY—SKIN CRACKED AND BLEEDING—CURED BY CUTICURA.

"I was afflicted with psoriasis for thirty-five years. It was in patches all over my body. I used three cakes of Cuticura Soap, six boxes of Ointment, and two bottles of Resolvent. In thirty days I was completely cured, and I think permanently, as it was about five years ago. The psoriasis first made its appearance in red spots, generally forming a circle, leaving in the center a spot about the size of a silver dollar of sound flesh. In a short time the affected circle would form a heavy dry scale of white silvery appearance, and would gradually drop off. To remove the entire scales by bathing or using oil to soften them the flesh would be perfectly raw, and a light discharge of bloody substance would ooze out. That scaly crust would form again in twenty-four hours. It was worse on my arms and limbs, although it was in spots all over my body, also on my scalp. If I let the scales remain too long without removing by bath or otherwise, the skin would crack and bleed. I suffered intense itching, worse at nights after getting warm in bed, or blood warm by exercise, when it would be almost unbearable. W. M. Chidester, Hutchinson, Kan., April 20, 1905."

Third Edition Now Ready**Mr. Pratt**

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Author of "Cap'n Eri" (in its ninth edition) and "Partners of the Tide."

"Genuinely amusing. These are exactly the kind of foolish things that a couple of worn-out business men might do in the exuberance of their release from care."—N. Y. Mail.

Illustrated with frontispiece, \$1.50

A. S. Barnes & Co., New York

Briefly Told.

Hammacher, Schlemmer & Company, of New York, have recently issued an attractive little catalog of tool outfits. The Company is making its bid for public patronage on the ground of the quality of the tools manufactured. The tools are real carpenter's tools and not the poorly made and cheap articles which have flooded the country, and in many instances found their way into the manual training departments of even good schools.

High-Priced Violins.

[From the *Violin World*.]

The prices in Europe for old violins are very high and are the same in every city and the dealers don't seem to care if they sell them or not; \$8,000 to \$10,000 is a regular price for a Stradivarius, and third-class Italian violins cost more than \$1,000. August Gemünder says that no dealer in this country can pay such fancy prices and pay Uncle Sam forty-three per cent. duty besides. He urges that the duty be greatly reduced, if not taken off entirely, on old violins, so the dealer can purchase some of the instruments abroad.

As it now is, almost all Americans who study abroad buy their violins abroad also and bring them into the United States without paying one cent of duty. This is not fair to the dealers here, says Mr. Gemünder. Judging by the prices asked for old violins abroad, one would think that Europe is collecting the duty that the United States places on stringed instruments.

"Just From Georgia."

[In the *Atlanta Constitution*.]
THE OLD FOLKS REMEMBER.

Whilst you're thinkin' o' the Christmas, don't you fail to know
The old folks remember the days o' long ago!
Hair, frosty as the winter, an' steps a-gittin' slow—
The old folks remember the days o' long ago!

I've looked at them—so quiet, in the chimney-corner there,
Whilst all the world seemed happy, an' Christmas filled the air;
An' I drew my chair up softly, an' I whispered soft and low,—
For I knew that they were thinkin' of a Christmas long ago!

Time goes fast to young folks, an' they're likely to forget
That the sweetest love an' best love hugs the chimney-corner yet!
An' I'm glad that still I feel it, an' I'm likely still to know
The old folks there—dreamin' of the days of long ago!

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My dear Professor Duncan:

Permit me to tender my thanks for your valuable, most valuable, book. . . I read it thru at two sittings—a notable clergyman to whom I sent a copy writes me he read it almost thru in one. One is spellbound by the mysterious discoveries of mysterious things even in the matter which promises to fulfil Tyndal's famous predictions that the potency of all things would be found in matter, but then he didn't know as you do that it is *matter with a soul in it*—motion—life—wonderful.

I read in the Athenaeum, I think, that your book was the greatest of its kind ever publisht. The Spectator was scarcely less eulogistic.

Gratefully yours,

(Signed) ANDREW CARNEGIE.

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